



SURBITON

HIGH SCHOOL

INFORMATION BOOKLET  
**2025-2026**  
YEAR 9

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# WELCOME

Miss Evie Evans, 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 Jim Sayer, 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 students throughout the academic year. Embracing open-mindedness has the potential to positively influence our students' 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 students' 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.

To support this process, we will host an Options Evening in January 2026, 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 Evie Evans**  
**[evie.evans@surbitonhigh.com](mailto:evie.evans@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](http://www.education.gov.uk)). ■

# WHERE TO OBTAIN FURTHER INFORMATION

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

## ISI Regulatory Policies

- Academic Performance Statement
- Admissions Policy
- Aims and Ethos Policy
- Anti Bullying Policy
- Attendance Policy
- Behaviour and Discipline Policy
- Child Protection and Safeguarding Policy
- Complaints Policy
- Curriculum Policy – Senior School
- Curriculum Policy – Girls' Prep School
- Curriculum Policy – Boys' Prep School
- English as an Additional Language Policy
- Exclusion, Expulsion, Removal and Review Policy and Procedures
- First Aid Policy
- Health and Safety Policy – Group
- Missing and Uncollected Pupil Policy
- Mobile Digital Devices Policy
- Relationships and Sex Education Policy
- Risk Management Policy
- Special Educational Needs Policy

## Other School Policies

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

# AIMS AND ETHOS



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

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 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. ■





# DUKE OF EDINBURGH'S AWARD

**A**t the beginning of Year 9, pupils have the opportunity to start the Bronze Level of the Duke of Edinburgh's Award. A DofE Award provides a valuable and globally recognised way of accrediting a pupil's extra-curricular programme.

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

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

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

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



# KEY PERSONNEL

## Form Tutor

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

## Head of Year

Miss Evie Evans oversees and monitors the well-being and academic progress of all pupils in the year. The Deputy Head of Year 9, Mr Jim Sayer, will assist Miss Evans in her role.

## Nurse

The School Nurses are 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 36. ■



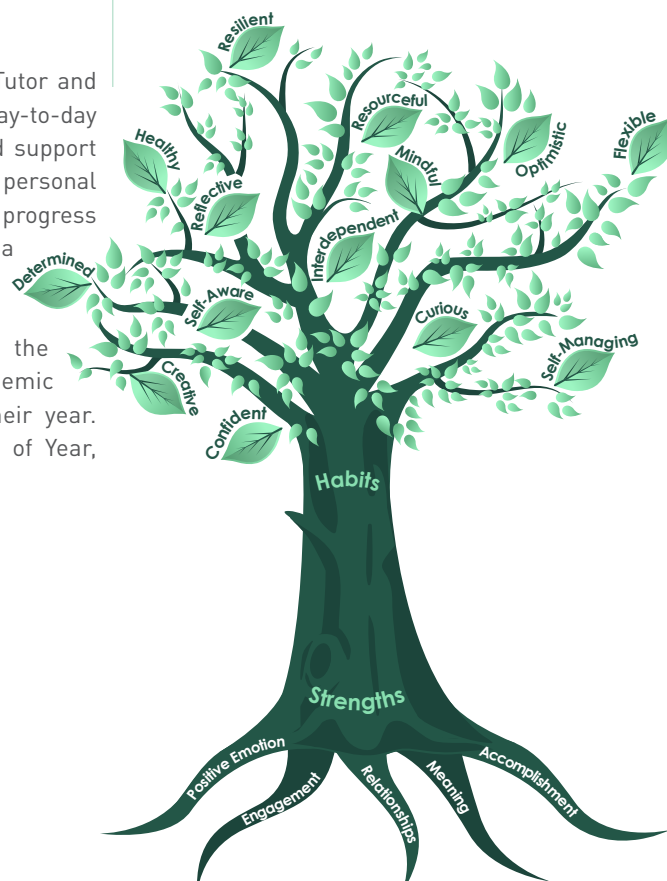
# WELL-BEING AT SURBITON HIGH SCHOOL

**S**urbiton 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. ■



# ART

**T**he 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

**I**n Year 9, students will engage with key areas of Computer Science, including Programming Fundamentals, Data Representation, Web Development, and Multimedia Digital Design.

**Programming Fundamentals:** Pupils will start with Python, mastering the basics of coding through hands-on exercises 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:** Students 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.

**Web Development:** In this combined topic,

pupils will design and build their own websites while learning how to safeguard digital information. They will understand best practices in cybersecurity to ensure safe online experiences. This will also provide them with a grounding in another type of programming language and prior knowledge for A Level Computer Science.

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

**Multimedia Digital Design:** This exciting component includes image generation, editing, and 3D modelling. Students 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 students pursuing a range of disciplines, as well as Computer Science.

Formative assessments will track their progress and encourage them to take ownership of their learning. ■





# DESIGN AND TECHNOLOGY

**D**uring 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

**T**he 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

**T**he 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 the Industrial Revolution in Britain, in particular researching how it affected children. The next topic is British people's struggle for the franchise in the 19th and early 20th centuries. Students will write an assignment evaluating the reasons why women were granted the right to vote in 1918.

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. Students will debate the effectiveness of the controversial Treaty of Versailles, as well as complete some

source-based work considering interpretations and long term implications of the Treaty. We plan to complement this topic with a visit to the Imperial War Museum, London.

Finally students 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?' Students will finish Year 9 by studying the Holocaust.

These topics prepare students very well for moving on to the IGCSE History course in Year 10, as well as providing invaluable context for the modern world in which they live. ■







## LATIN

**P**upils 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

**P**upils 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

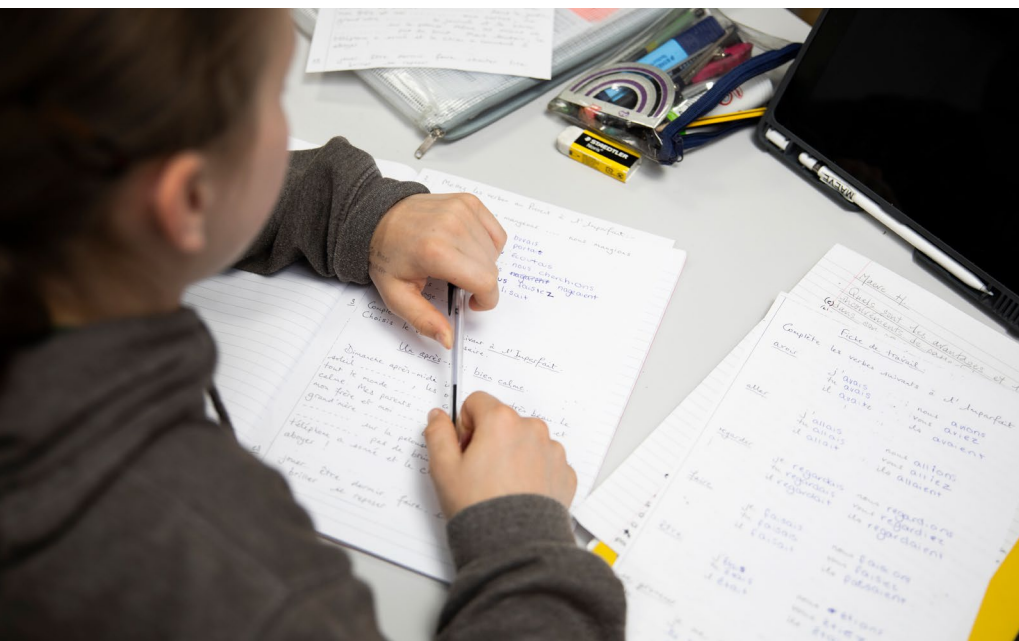
simultaneous equations, together with consolidating key areas such as solving linear equations and manipulation of formulae. Spatially, pupils are introduced to key topics such as trigonometry and similar shapes, and will also start to see the elements of straight line graph theory. In Statistics, pupils 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

**Y**ear 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

**Y**ear 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

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

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

The topics taught are:

## Biology

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

## Chemistry

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

## Physics

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

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



# USEFUL INFORMATION

## PSHE and RSE

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

## Co-curricular

Pupils will have the opportunity to choose from a broad range of co-curricular activities at the Co-curricular Fair during the first two weeks at School.

Sport, Music and Drama are the pillars of the co-curricular programme and provide numerous opportunities for all pupils. Sports offered include cricket, football, netball, hockey, tennis, rowing, gymnastics, athletics and skiing. Details regarding training days, times, fixtures, competitions and team sheets can be viewed for the academic year via our school website or by visiting [www.surbitonhighsport.com](http://www.surbitonhighsport.com). Pupils can access further information using their own login details and view team sheets by inputting a password: **SHSSPORT25**. Any changes to training and fixtures are updated on the site e.g. cancellations or postponed fixtures. Music ensembles include a number of choirs, Wind Band, Orchestra, Percussion Ensemble along with specific instrumental groups. Drama clubs will take place throughout the week and productions will be staged at various points throughout the academic year. Other stimulating, enriching and challenging clubs range from Chess, Art and Debating to Friendship Hour and Amnesty.

Pupils are encouraged to take advantage of the numerous, high-quality opportunities on offer which are designed to develop

commitment, teamwork, curiosity, creativity and leadership, and form an integral part of a well-rounded education.

### Individual Music Tuition

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

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

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

### Reporting to Parents

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

The Options Evening for GCSEs takes place in January and this is followed by the Parents' Evening. GCSE choices will need to be finalised shortly afterwards.

Finally, in the Summer Term you will receive two progress reports; one in March and the other in June which will include the examination results.

### Positions of Responsibility

Within each form, pupils can hold a variety of responsibilities, including House Captain, Games Captain, Charity Representative, and School Council Representative. The School Council Representative serves on the School Council for a year and is responsible for taking issues from the form to the Council and then feeding back to the form on matters discussed at School Council.

### Monitoring Academic Progress

To ensure your child flourishes academically, the Form Tutors, Head of Year and Assistant Head of Year monitor their progress very carefully in a number of ways. These include:

- Reviewing and analysing the reports and taking appropriate action to support underachievers
- Carrying out internal monitoring and taking appropriate action to support underachievers
- Feedback from Parents' Evenings
- Feedback from subject staff when concerns about individual pupils are raised.

Parents will receive information about their

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

### Behaviours and Support

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

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

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

### iPads

All pupils have been issued with an iPad to use during their time at Surbiton High School. Though the iPad remains the property of the School, your child will be

able to take it home and operate it as if it were their own. Reference materials that were previously required as hard copies, such as dictionaries, can now be accessed through the iPad. Please supply a set of earphones and a stylus that your child can use with their iPad.

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

### Learning Support Department

The Learning Support Department recognises that every pupil is an individual and that at any time in their school life they may have a need that affects their ability to access parts of the curriculum. The Learning Support Department works in a practical affirming way to ensure that pupils not only have the support they need, but also gain confidence in their own strengths and ability to put into practice the strategies required for successful learning. The department offers individual, paired or small group specialist tuition. All Year 9 pupils will be screened at the beginning of the year. This will ensure that the appropriate provision is in place in preparation for GCSE courses.

### Mobile Phones

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

### Uniform and Personal Belongings

An appropriate, professional appearance is expected at all times. Long hair should be neatly tied back off the face. Correct school uniform, in good repair, should be worn and uniform checks are carried out regularly by the Tutor Team. Skirts should be just above the knee and should not be taken in or rolled up. A Uniform List is included on page 44. Your child must take responsibility for their personal belongings in School and they are asked not to bring valuable items or large sums of money into School. All their belongings should be named. Any items found 'astray' will be placed in lost property. Make-up and coloured hair are not permitted. Earrings must be discreet, spherical, and in gold, silver, clear glass or pearl. Pupils are required to remove their earrings for PE lessons.

If, for religious reasons, parents wish their child to wear a cross or another religious symbol, please would they write to the Head of Year, requesting permission.

If pupils' tights are laddered or need replacing, spare pairs will be provided from each Reception desk at a cost of £3 per pair, invoiced termly.

### Looking Ahead

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

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

### Parents' Association (SHSPA)

The PA Committee organises a variety of social functions during the year for the purpose of bringing people together, to help create a broader sense of community and to fundraise for luxury (non-infrastructure) items and experiences that enhance the pupil experience. The PA also holds a number of Nearly New Uniform Sales throughout the year. For more information, please go to [www.surbitonhigh.com/parents-area/parents-association](http://www.surbitonhigh.com/parents-area/parents-association).

Membership of the Parents' Association is open to all parents and is automatic on payment of an annual subscription of £12 per family or such other sum as may be decided upon at any Annual General Meeting. This annual subscription is payable each academic year and appears on the school fee invoice in the Spring Term. Subscriptions do qualify for Gift Aid as the PA is a registered charity. The PA would be grateful if you could fill in the Parents' Association Gift Aid Form so that they can claim tax back from the Inland Revenue. Any higher rate tax payers can also include the subscription as a charitable donation on their annual tax return.

The PA rely on the community of parent volunteers and staff and couldn't continue to make an impact without them. Keep in touch with what they're up to by following

them on Twitter/X @SHSParentsAssoc, Instagram @shsparentsassoc and check out their website [www.surbitonhigh.com/parents-area/parents-association](http://www.surbitonhigh.com/parents-area/parents-association). They're always keen to get more volunteers, so if you're looking to be a part of the school community and have fun getting to know other parents, they would love to have you on board!

### Personal Data

Surbiton High School and United Church Schools Trust (UCST) collect, create and hold personal information relating to our pupils, parents and carers. This data is used for a variety of purposes in relation to our provision of education services, including monitoring pupils' progress and achievement and to safeguard pupils' welfare. We take our responsibilities under Data Protection laws very seriously and demand the same commitment from any company engaged to gather or process data on our behalf. Further detail is set out in our Privacy Notice available on the school website: [www.surbitonhigh.com/data-protection](http://www.surbitonhigh.com/data-protection).

In order to ensure that the information we hold about you and your family is up to date, particularly in respect of telephone numbers, email and postal addresses, we automatically contact parents once a year and ask them to verify the details that we hold. Alternatively, you may contact the MIS team via [mis@surbitonhigh.com](mailto:mis@surbitonhigh.com) to notify us of any changes at any time.

### School News

News is posted on the school website along

with calendar dates and sporting fixtures. We produce an online publication called the Surbiton Spirit, which gives 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.

### 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](mailto:nana.asare@surbitonhigh.com)) for further information.

### Green & Silver Club

Growing out of the original association formed in 1898 (OGOSH – the Old Girls of Surbiton High), the Green & Silver Club has evolved to encompass all pupils, parents, and staff; past and present as one community. It is run by a committee of members. The Club focuses on celebrating the benefits of a Surbiton High School education by providing opportunities to create and rekindle memories, as well as to help forge beneficial connections between its members.

### The Aims of the Green & Silver Club:

- to connect with current pupils and parents to raise awareness of the Green & Silver Club network
- to provide alumni with the opportunity for social and professional networking and career development



- to enable alumni to give back to the School through volunteering, mentoring or career talks to current pupils

- to publish news and information about the Green & Silver Club and the School

- to hold reunion events and functions throughout the year with a focus on increasing our alumni engagement

- to promote, enhance and support the reputation of the School and its strategic aims.

The modest £12 annual subscription from current parents, together with donations of money, time and talent from so many of our alumni, parents and former parents, help support the Green & Silver Club.

### School Counsellors

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

concerns about your child's well-being, please contact their Tutor or Head of Year in the first instance.

### Health and Well-being

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

### Illness or Accident in School

The School Nurses are available throughout the school day and, in addition, there are many First Aid trained staff on each school site. The Nurses provide help and support for pupils with specific medical conditions and those who are injured or become ill during the school day. Unfortunately, it is not possible for pupils to stay in the Welfare Centre for long periods of time if they are unwell. Please do not send your child to School if they are ill - not only can it be upsetting for them, but it can also cause viruses and infections to spread rapidly throughout the school population. If your child becomes unwell, and needs collecting from School, we will contact you. Therefore, please ensure that your contact details, including emergency contacts, are kept up to date. Please report to Reception to collect your child.

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

### Medicines in School

Many pupils will need to take medication at some time during their school life. As far as possible, medication should be taken at

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

All medication should be delivered to the School Nurses in a sealed container clearly marked with the pupil's name. It should be in the container supplied by the pharmacy complete with written instructions for administration, side effects, expiry date etc. Parents are reminded that it is their responsibility to ensure that any medication kept in School is replenished before its expiry date. When regular doses of medication are required, these will usually be given during breaks to avoid disruption to the pupil's school day.

As Registered Nurses, they may administer medication in School on a regular or occasional basis with the written consent of parents. Students over the age of 16 years (or those deemed suitably competent) may give their own consent. Other members of staff are not permitted to administer medication to pupils unless they have been specifically authorised to do so. Dependent upon the circumstances and location of the pupil, medications will be administered by either a School Nurse or a nominated First Aid trained member of staff.

### Emergency Medication

Emergency medication will always be given. Medication such as asthma inhalers, adrenaline injectors (EpiPens) and insulin pens need to be easily accessible and should ideally be kept with the pupil. Pupils at risk of suffering a severe allergic reaction and who have been prescribed an adrenaline injector (EpiPen) are required to have two pens in School. The second pen will be kept in an emergency box in each School Office, where it can be easily accessed by all staff. The storage of any other emergency medication will be discussed with parents on an individual basis.

### Regular Medication

Only prescribed medication will be administered on a regular basis. Antibiotics and antihistamine preparations do not usually need to be taken during the school day. Antibiotics can usually be given before School and immediately on returning home without compromising the consistently high level of medication in the blood stream throughout the day. Parents are requested to ask their doctor to consider the school day and prescribe accordingly when possible. Antihistamines are most effective when taken as a once-a-day dose in the morning. Short courses of medication (i.e. if an antibiotic is necessary) should be brought into School each day as outlined in 'Medicines in School' and returned home at the end of the day.

### Occasional Over the Counter (OTC) Medication

The School Nurses keep a stock of everyday remedies for common ailments. These are

for administration to pupils and students in the Senior School and Sixth Form who become unwell in the course of the school day. Parents are asked to indicate consent in writing for the School Nurses to administer these medications as required when their child joins Surbiton High School. Pupils are encouraged not to use their own OTC medicines whilst in School.

### **School Calendar**

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

### **Any Questions?**

If you have further questions regarding Year 9, please contact Miss Evie Evans, Head of Year 9, on 0208 546 5245 or **evie.evans@surbitonhigh.com**.





# TRANSPORT

## Public Transport

**TRAINS** - Surbiton Station is an eight-minute walk, with trains to Waterloo, Wimbledon, Raynes Park, New Malden, Berrylands, Hinchley Wood, Claygate, Hampton Court, Thames Ditton, Walton-on-Thames and Esher.

Kingston Station is a 20-minute walk, with trains to Waterloo, Putney, Barnes, Mortlake, Norbiton, Hampton, Strawberry Hill, Teddington, Twickenham and Richmond.

## Parking

Unfortunately, there is no parking for parents or pupils on-site. Surbiton High School is in the 'Grove Controlled Parking Zone' of Kingston upon Thames (8.00am to 6.30pm from Monday to Saturday). The adjoining area, 'Riverside Zone', has less restriction (10.00am to 4.00pm from Monday to Friday). Within these zones, parking meters are available for short-term parking.

## Public Car Parks

- Surbiton Station (eight-minute walk)
- Bittoms Car Park, off Penrhyn Road (15-minute walk)
- St James' Car Park, Kingston Hall Road (15-minute walk)
- Waitrose, Surbiton (six-minute walk, two hours maximum stay)

**BUSES** - There are frequent bus services past the School:

- K1 New Malden, Kingston, Tolworth
- K2 Kingston Hospital, Chessington
- K3 Roehampton, Kingston, Esher
- 71 Kingston, Chessington
- 281 Hounslow, Kingston, Tolworth
- 406 Kingston, Ewell, Epsom
- 418 Kingston, West Ewell
- 465 Twickenham, Kingston, Dorking

## Bicycles

Pupils may choose to come to School by bicycle. The bicycle should be parked and secured in one of the cycle shelters, either behind the Sixth Form Block, Main Site car park or in the Mary Bennett House car park. Pupils riding their bicycle to School should wear appropriate high visibility clothing and a helmet.

## School Coach Routes

There are ten bus routes offered for pupils in the School. All the coaches are fitted with seat belts. The routes, timings and prices can be found on the website, [www.surbitonhigh.com/admissions/transport](http://www.surbitonhigh.com/admissions/transport). For further information, please contact [transport@surbitonhigh.com](mailto:transport@surbitonhigh.com).

## Co-curricular Training at Hinchley Wood and Oaken Lane

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

## Away Fixtures

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

## Home Fixtures

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



# LEARNING SUPPORT

**T**he 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.

Year 9 Study Skills is held once a week during registration time. This may include support with organisation, planning, writing, and a range of reading strategies. The programme is designed to be flexible, allowing pupils to attend for half a term or for an extended period.

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

The Learning Support Department works in a practical affirming way to ensure that pupils not only have the support they need but also gain confidence in their own strengths and ability to put into practice the strategies required for successful learning.

## **English as an Additional Language (EAL)**

EAL pupils are given small group and one-to-one support via organised and structures 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

**Y**ou may wonder why we are including a Careers section in the Year 9 Curriculum Booklet so early in your child's school life. However, with options ever increasing, more competition at home and abroad, and more employers and universities expecting work experience, never has good career and higher education preparation been so important.

We also talk about careers early because it is so much more than just 'thinking about jobs'. A good careers programme should, over time, help pupils to think about

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

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](http://www.surbitonhigh.com/senior/careers-progression). ■

## THE STRATEGY

Our Careers Guidance Programme is progressive and strategic. We use the well-established 'DOTS' framework for our work:

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

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

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

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

## CAREERS GUIDANCE PROGRAMME

### Year 7

- Introduction to Career and Progression Planning – the Morrisby (Early Years) Careers Profile.
- This involves pupils completing an interest-based questionnaire that gets them thinking about forward planning and includes subject, degree and career ideas. It also encourages them to think about the factors people consider in making future choices and to challenge career stereotypes.

### Year 8

- Careers Competition (incorporating the Step into the NHS Careers) in PSHE – pupils create an advert for a career of their choice. In so doing, they develop career research skills. We are past National and twice Regional Winners of the Step into the NHS Careers Competition.
- Group Career Interviews - these Interviews now take place in Year 9 before GCSE choices.
- Those engaging in Learning Enrichment, also have additional career interviews.

### Year 9

- Morrisby Profile (Early Years) Careers Questionnaire revisited
- Use of Morrisby Profile (Early Years) website and other websites such as UCAS to complete quiz on choosing GCSEs from a careers/higher education perspective
- PSHE activities designed to develop self-awareness and then link this learning to the opportunities available in the worlds of work and education.

### Year 10

- PSHE on applying for a job/work experience – CV, covering letter and application form writing
- Considering competencies – what are competencies, how do you know the ones you have, how do you develop them and how do you evidence them?
- The full Morrisby Profile – an extensive careers test looking at abilities, personality and interests
- Pupil and parental Morrisby Profile feedback evening.

### Year 11

- Individual career guidance interview for each pupil with Morrisby Profile feedback and summary and action plan sent to pupil and parents
- Work Experience Programme, including one week placement and preparation and reflection activities
- The Careers Department works closely with the HOD/AHOY/SLT in checking early A-level indications given in by pupils to ensure they pick the best combination to maximise performance and destination opportunities on leaving the Sixth Form.

### Sixth Form

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

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

- Working Lunches - students hear from different professionals about what they do, university admission tutors on entry to competitive universities and courses and take part in employability skill development (e.g. how to write a killer CV).
  - Competitive Pathways – The Careers Department works closely with the Oxbridge and Medical School Programmes to ensure the best outcomes for these destinations.
  - Careers Fairs – we run one large scale Careers and HE Fair (stall format) representing a variety of career areas. We also run more specialised career and degree events such as Applying to US Universities, an Oxbridge Evening and Applying to Medical School.
- Please look out for our letters featuring our events and our Careers and HE Newsletter. Parents are welcome to come to certain indicated events.

# SENIOR SCHOOL UNIFORM

## School Uniform Suppliers

AlleyCatz  
Claremont House, 34 Molesey Road  
Hersham, KT12 4RQ  
T 01932 223075 [www.alleycatz.co.uk](http://www.alleycatz.co.uk)

## Nearly New Uniform Sales

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

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

## Labelling

All formal uniform should be labelled on the inside, with either iron-on or 8mm woven name tapes. All sports and art items also need to be clearly labelled inside (not on the outside) with either iron-on or 8mm woven name tapes. When requesting embroidery, please use initials only on the outside of bags, for safeguarding purposes.

## Appearance

Pupils are required to wear school uniform and an appropriate smart appearance is expected at all times. Hair should be kept tidy and long hair should be neatly tied back

off the face. Make-up and coloured hair are not permitted. No jewellery may be worn apart from a watch and two pairs of plain spherical stud earrings, which must be removed for PE, for health and safety reasons. If your daughter is planning on getting her ears pierced, please ensure this takes place at the start of the summer holidays to allow for healing.

## PE Kit

Games bags and equipment are kept in the form rooms in lockers. Sports kit should be taken home weekly for washing. ■

## Uniform

### COMPULSORY

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

### OPTIONAL

● Gloves	Plain dark grey, black or green
● Scarf	Green with School crest
● Woolly hat	Green with School crest
● Pashmina	Green
● Trousers	Dark grey (to order only, fitted in store)
● Shorts	Dark grey
● Headscarf	Bottle green/grey or black



## Sports Kit

### COMPULSORY

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

### OPTIONAL

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

# TERM DATES 2025-26

## Autumn Term 2025

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

## Spring Term 2026

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

## Summer Term 2026

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

# STAFF LIST

## Senior Leadership Team

Principal	Mr Matthew Shoults	principalsoffice@surbitonhigh.com
Senior Vice Principal	Mr Matthew Close	matt.close@surbitonhigh.com
Vice Principal	Mrs Kavita Patel	kavita.patel@surbitonhigh.com
Vice Principal	Mrs Olivia Adams	olivia.adams@surbitonhigh.com
Assistant Principal - Compliance, Health and Safety	Mrs Charlotte Demetz	charlotte.demetz@surbitonhigh.com
Assistant Principal - Pupil Development & Well-being	Mrs Rebecca Francis	rebecca.francis@surbitonhigh.com
Assistant Principal - Director of Sixth Form	Mr Jon Owen	jon.owen@surbitonhigh.com
Director of Finance & Operations	Ms Louise Buckley	louise.buckley@surbitonhigh.com
Director of Human Resources	Mrs Cara Edwards	cara.edwards@surbitonhigh.com
Director of Marketing, Communications & Admissions	Mrs Sara Stockdale	sara.stockdale@surbitonhigh.com

## Heads of Year

<b>Year 7 Head</b>	Ms Alexandra Higgins	alexandra.higgins@surbitonhigh.com
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