



THE HOLLYFIELD SCHOOL

and

SIXTH FORM CENTRE

Academy status

Established 1937

PROSPECTUS

2017-2018

Headteacher: Mr Thomas Maltby BA (Hons), MA, NPQH

Surbiton Hill Road, Surbiton, KT6 4TU
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Hollyfield Aims

Develop a culture of success and high expectations

Deliver inspirational &
aspirational learning & teaching

Develop a sustainable & high quality leadership

Enhance student aspirations & sense of a school
community

Develop life-long learning & skills post 16

Status: 11-18 years Co-educational Secondary Academy

Number on Roll: 1014 (155 in Sixth Form)

The Hollyfield School aims to promote a caring, co-operative and orderly environment for every child, every day which fosters understanding and appreciation of, and respect for, its community.

ADMISSIONS:

The admissions limit set for 2017 Year 7 intake was 180. We received 773 applications.

The limit for 2018 is set at 180 places.

There is an Open Evening on Thursday, 5 October 2017 for parents considering sending their daughters or sons to the school. Tours of the school are also available on 3, 10, 13, 17, and 20 October at 9.15 am and 11.05 am when prospective parents and their children can view the school at work during a typical day.

Applications and appeals are dealt with by the Governing Body.

ADMISSION ARRANGEMENTS TO THE SCHOOL 2018

The Governors wish to offer 180 places for the year commencing September 2018

***DISTANCE FROM THE SCHOOL WILL SERVE AS AN OVERRIDING TIE-BREAKER IN THE EVENT OF OVERSUBSCRIPTION WITHIN ANY CATEGORY FOR ALL RELEVANT AGE GROUPS AND BY DRAWING OF LOTS IF NECESSARY**

1. Places will be offered firstly to Looked After Children and Previously Looked After Children. Applications made under this criterion must be accompanied by details of circumstance and professionally supported evidence (e.g. from a social worker).

To qualify for the highest priority, currently looked after and previously looked after children are defined as:

- children who are in the care of a local authority, or being provided with accommodation by a local authority in the exercise of their social services functions in accordance with Section 22 of the Children Act 1989, at the time an application for a school is made;
 - children who were previously looked after, but ceased to be so because they were adopted (under the Adoption Act 1976 or Adoption and Children Act 2002), or became subject to a child arrangements order or special guardianship order.
2. Places will be offered to those able to provide written evidence from a suitably qualified person such as a doctor, social worker or Educational Welfare Officer at the time of application of particular social or medical needs which can only be met most appropriately by attendance at Hollyfield. *Circumstances cannot be taken into account unless information is provided at the time of application and failure to provide such information at that stage may therefore affect whether or not the children are allocated places at the preferred schools. All information submitted will be regarded as confidential. **
 3. Places will be offered to those with a brother or sister attending the school at the time of admission, including adopted, foster, step or half siblings living at the same address.*
 4. Places will be offered to children including step, half and adopted of staff directly employed by The Hollyfield School for two years or more before the admission application.
 5. The remaining places will be offered to those living nearest the school, as measured by the Kingston Council's School Admissions computerised Geographical Information System, in a straight line to the main steps at the front of Albury House, with those living nearer being

afforded the higher priority.*

Places will be offered to those pupils where the secondary school has been named in their Statement of Special Educational Needs, in accordance with the Education Act 1996 and the Special Educational Needs Code of Practice.

WAITING LIST

For entry into Year 7 in September 2018, following co-ordination, the waiting list will automatically consist of the names of all unsuccessful applicants who have not had a higher preference offer and will be held in criteria order until the end of term in July 2019.

Parents can request to add names of children who have had a higher preference offer, or who did not originally name the school as a preference, to be added to the waiting list. These names will be added in criteria order. At the end of each academic year, parents of children in Years 7 to 11 will be asked if they wish their child's name to remain on the waiting list.

IN YEAR APPLICATIONS

In-year applications must be made using Kingston's [In Year Application Form](#) available from Kingston School Admissions. tel 020 8547 4610 or email school.admissions@achievingforchildren.org.uk to ask for a copy or download a copy from [http://www.kingston.gov.uk/info/200342/apply for a school place](http://www.kingston.gov.uk/info/200342/apply-for-a-school-place).

For entry into Years 7 to 11, the position of any applicant on any waiting list will be determined using the oversubscription criteria as outlined in paragraphs 1) to 5) above.

Notes:

1. Any offer of a place on the grounds of proximity is conditional on the child being resident at the address provided at the closing date for application. A business address, a childminder's address, or any address other than the child's permanent home will not be accepted. Proof of address will be sought and may be the subject of further investigation. Temporary addresses will not be used for the purpose of administering applications.
2. Children with an Education Health and Care Plan that specifies the school as the placement school will be allocated a place through a separate procedure, in accordance with the Special Educational Needs Code of Practice.
3. These criteria will apply to all applicants, regardless of the borough in which they live.
4. Late applications will NOT be processed until after all on-time applications.
5. The Local Authority reserves the right to seek verification of the information parents have given on the application form and to withdraw places if false information has been given.
6. The Local Authority's Fair Access Panel may make placements, over the admission number if the school is full, for children who are deemed to be 'hard to place'.

HOW WE ORGANISE OUR SCHOOL:

The Hollyfield School provides a supportive environment whereby every student has close contact with their Head of Year and Form Tutor from Year 7 to Year 13. Our staff work hard to ensure that every student is given the academic and pastoral support and guidance necessary to make school life happy, secure and successful.

Year 6 students attend a testing day in early May. They sit a non-verbal and verbal reasoning test in the morning and do the beep test and other sporting activities in the afternoon. Based on these

tests, and on receiving information from primary school, students are set according to ability in English, Maths from Year 7 and Science from Year 9.

They are based in mixed ability tutor groups and we take account of student and parent wishes when establishing the form group. Unless there is good reason for change, students generally remain in the same form until they have reached Year 11.

In Year 10 students follow their chosen options and remain in these subjects into Year 11. Careful guidance is given to ensure informed option choices in Year 9.

Sixth Form students study their subjects of choice. Extra provision is available for Maths and English resits.

SCHOOL DAY:

The school day begins with registration at 8.30 am and includes assembly, six lessons, a short morning break and a longer lunch break. Cafeteria facilities are provided at both break and lunch time, and all students in Years 7 - 11 remain on site. At the end of the formal school day students either go home, attend extra-curricular activities or go to additional lessons for examination preparation. The Learning Resource Centre is open and staffed throughout the day, as well as before and after school.

Monday: Different times to accommodate Tutorial period:

| | | | | |
|----------|---|----------|--------------------|--|
| 8.30 am | - | 9.10 am | Registration & PDW | |
| 9.10 am | - | 9.55 am | Lesson 1 | |
| 9.55 am | - | 10.40 am | Lesson 2 | |
| 10.40 am | - | 11.00 am | Break | |
| 11.00 am | - | 11.45 pm | Lesson 3 | |
| 11.45 pm | - | 12.30 pm | Lesson 4 | |
| 12.30 pm | - | 1.15 pm | Lunch | Year 7 - 12.10pm/Year 8 - 12.20pm/Year 9 - 12.25pm |
| 1.15 pm | - | 2.05 pm | Lesson 5 | |
| 2.05 pm | - | 2.55 pm | Lesson 6 | |
| 2.55 pm | - | 3.05 pm | Registration | |

Tuesday, Wednesday, Thursday, Friday:

Please note there is a different arrangement for Year 10 on Tuesday

| | | | | |
|----------|---|----------|--------------|--|
| 8.30 am | - | 8.50 am | Registration | |
| 8.50 am | - | 9.40 am | Lesson 1 | |
| 9.40 am | - | 10.30 am | Lesson 2 | |
| 10.30 am | - | 10.50 am | Break | |
| 10.50 am | - | 11.40 am | Lesson 3 | |
| 11.40 am | - | 12.30 pm | Lesson 4 | |
| 12.30 pm | - | 1.15 pm | Lunch | Year 7 - 12.10pm/Year 8 - 12.20pm/Year 9 - 12.25pm |
| 1.15 pm | - | 2.05 pm | Lesson 5 | |
| 2.05 pm | - | 2.55 pm | Lesson 6 | |
| 2.55 pm | - | 3.05 pm | Registration | |

On Tuesday Year 10 do not attend afternoon registration, they go straight to Period 7 from 2.55 pm to 3.45 pm.

During the transition period, Year 7-9 are sent to lunch on staggered release from 12.10 pm.

WHAT YOUR CHILD WILL LEARN:

We build on our students' primary school education and our staff are trained to ensure that transition to Year 7 is a smooth, stress-free experience. We achieve this by having close links with our feeder primary schools to ensure continuity of subject knowledge and skills.

We aim to provide a curriculum personalised to every student's needs through work which is interesting, stimulating and challenging. Students entering Year 7 will study the core subjects of English, Mathematics and Science. Computing forms an integral part of the curriculum as well as being delivered in a separate lesson each week. Design & Technology, French, Geography, History, Religious Education, Music, Drama, Art and Physical Education complete the timetable in the first year. There are many opportunities to take part in an enhanced curriculum e.g. Year 7 PGL trip.

In Years 8 and 9 this broad range of subjects continues and Spanish is included from Year 8. During Year 9 students are given careful guidance about their options for choosing GCSE examination subjects in Years 10 and 11. Some GCSE subjects such as Science and Religious Education are started in Year 9. Naturally, parents are very involved with us in making these important decisions.

In Years 10 and 11, each student's programme will provide a broad and balanced education, covering Mathematics, English, Sciences (either double or three separate sciences), Modern Languages, Business Studies, Computing, IT, Health and Social Care, Media, Humanities and Arts subjects. Within Design & Technology, we offer courses in Textiles, Product Design and Food. In addition, all students follow a compulsory programme involving Religious Education, Personal Development & Wellbeing, Careers, and Physical Education.

In the Sixth Form subjects are offered at A level as well as some at BTEC. The extensive A level programme offered to our students includes Mathematics, Physics, Chemistry, Biology, Geography, History, Politics, French, Spanish, Art, Media Studies, Music, Music Technology, Drama, Physical Education, Sociology, Business Studies, Philosophy, Psychology, Information and Communications Technology, Further Mathematics, Economics, English Literature, English Language, Product Design, Textiles and Art.

Twice a year there are two Cultural, Activities and Skills Days (CAS) where the timetable is collapsed and a wide range of curriculum based activities and trips are on offer for each year group. These can include trips to museums, the theatre and activities that support our International School Status.

As part of our school academic year there are a variety of themed weeks where we focus on such aspects of our international work through the curriculum, celebration of scientific achievement through Science week, development of literacy through Literacy week.

READING:

We encourage our students to continue to read and develop literacy skills. We have a very effective reading scheme called "Accelerated Reader" which enhances, monitors and stretches individual reading and comprehensive skills benchmarked against national standards. It is exciting and great fun for the children.

HOW WE TAKE CARE OF YOUR CHILD:

Every student meets with their Form Tutor twice a day for registration periods. The Form Tutor's role encompasses looking after the general welfare of the form and ensuring they make at least their expected progress. Form Tutors' also deliver the Personal Development and Well-being (PDW) sessions on a Monday morning. These sessions cover the pastoral curriculum as well as social, moral, cultural and emotional topics.

The PDW curriculum is an integral part of the overall curriculum provided at Hollyfield. It is designed to help all students to improve their ability to study, develop self-confidence and encourage a sense of moral, social and community responsibility. As with its academic curriculum, Hollyfield's development of the pastoral curriculum has been at the forefront of educational thought and has helped to generate our strong reputation of a forward thinking school providing successfully for all the educational needs of our students.

The Form Tutor is the primary contact for communication between home and school. The Head of Year co-ordinates the pastoral curriculum and is responsible for leading the Year team and managing Year activities.

PROGRESS FOR ALL:

As stated earlier we use a combination of KS2 results, teacher assessments and non-verbal and verbal reasoning scores to determine the initial teaching group that each student is placed in. Each student is set individual targets, based on these results and their progress is carefully monitored against these targets to ensure that students are being fully stretched. Early intervention will be implemented as appropriate. All students are set a very demanding curriculum and students of exceptional ability may be given the opportunity to undertake GCSE exams ahead of their year group.

SPECIAL EDUCATIONAL NEEDS POLICY:

The school has an effective Special Educational Needs Policy which is kept under regular review. There is a Special Educational Needs Department headed by our Inclusion Co-ordinator. There is also a nominated governor who monitors the work of this area.

Information is received from feeder primaries and, together with our early assessment, provision is made within the resources available to meet individual needs. In accordance with the Code of Practice and our own policy and procedures, students' needs are assessed, recorded and made available to all teaching staff.

Subject staff are provided with the necessary information to enable them to modify their schemes of work and use appropriate teaching strategies.

We use a well proven and effective reading recovery scheme that enables those whose reading skills prevent them from being able to access the full curriculum to build confidence, catch up and achieve their full potential.

OUR BEHAVIOUR AND REWARDS CODES:

Hollyfield operates a Behaviour and Rewards Code. A copy of the Code is in the Student Planner. Progress and behaviour is rewarded by House Points and an awards system. Positive self-discipline is encouraged in all students. A clearly defined system of rewards and sanctions operates with parental partnership being seen as crucially important. There are regular awards assemblies and an annual celebration of progress.

We all need praise and in too many schools students who do well do not get the attention they deserve. Students who bring credit on themselves by particular good behaviour or academic work will be praised and that praise recorded on their electronic profile. If they do exceptionally well they will be awarded House Points which can lead to the termly Headteacher's Awards. Our system of Rewards will be explained to Year 7 students in their first week.

A calm, orderly environment is needed for good behaviour and constructive work. To help us achieve this, Hollyfield has a behaviour code. Form Tutors discuss and explain the code to Year 7 students and ensure they understand them and parents receive their own copy in an induction pack to keep at home.

Hollyfield's uniform and behaviour codes also apply on the way to school and on the journey home. Parents will be charged for any damage to the school fabric and any school property.

In the event of a serious problem involving your child you will be invited to discuss it with the Head of Year in the first instance. The Headteacher reserves the right to detain or exclude students with immediate effect should serious breaches of behaviour occur.

A SENSE OF PARTNERSHIP:

We believe that close co-operation between home and school is essential to help our students realise their highest potential. Both school and new parents sign a Home /School Agreement promising to support, encourage and guide the student at all times through the years of study.

A Student Planner is provided by the school for all students. The students record their lesson and home learning timetable and the work set by their subject teachers. The Student Planner is seen by both parents and teachers and can be used by either to convey messages about progress and any difficulties encountered. Home learning is set regularly and every child is expected to complete home learning each evening. Home learning complements school learning and gives students the chance to learn self-discipline through working independently. It also provides a direct opportunity for parents to review and discuss school learning with their children. We also have a system whereby students can view their homework on line on "Show My Homework". This also enables parents to support their child.

Parents are automatically members of the Parents Teachers Association (PTA). The Association is very active and its committee has calendared meetings that parents are encouraged to attend. The PTA raises thousands of pounds each year from its activities, enabling the school to buy items such as new equipment for different subject areas. Parents also organise social events, educational evenings and provide extra help at events such as fun social evenings and other school functions. The PTA is always ready to answer parents' questions.

Parents are welcome to contact the school at any time for information or to discuss matters of concern. For discussions about individual students the Form Tutor is the best contact, with more formal queries or complaints being addressed to the Head of Year. Our efficient office staff together with our electronic Parentmail and email systems, ensures that a good service is available at all times.

OUR DRESS CODE:

School Uniform is **compulsory** at Hollyfield for all students except the Sixth Form. Students are expected to be neat and tidy at all times.

No jewellery at all is to be worn to or in school apart from one small stud in each ear. Large ear studs, nose studs and face jewellery are not allowed. Electronic equipment, electronic games etc are not allowed; we do not take responsibility for loss or theft or injury incurred. Wristwatches should be marked with the owner's initials. Make-up is not permitted. Hair must be kept neat and tidy and styles must be smart. No outlandish cuts or colours will be permitted. Minimum grade 3 – no patterns.

THE FOLLOWING UNIFORM IS COMPULSORY FOR ALL STUDENTS, LOGO MONOGRAMMED ITEMS CAN BE PURCHASED FROM SCHOOL ZONE IN BENTALLS, KINGSTON.

General:-

Top Coat/Anorak - Black (without logos)
 Scarf/Hat - Plain Black (without logos – winter months only)

| Girls | Boys |
|---|---|
| Shoes - Plain black traditional shoes <i>(no trainers, canvas, sling back, ballet shoes or boots)</i> | Shoes - Plain black traditional shoes <i>(no trainers or canvas shoes)</i> |
| Skirt - Plain black front flat panel pleated with school logo Trousers - Plain black traditional style <i>(no cords, jeans, combats or fashion styles)</i> | Trousers – Plain black traditional style <i>(no cords, jeans, combats or fashion styles)</i> |
| Blouse – Plain white with revere collar | Shirt – Plain white with collar |
| Summer Term Only – School polo shirt with Logo | Summer Term Only – School polo shirt with Logo |
| No tie | Tie – Appropriate school tie <i>(Key Stage 3 – striped – Key Stage 4 – Blue with logo)</i> |
| Tights – Plain Black <i>(no patterns, fish nets etc – lycra leggings are not permitted)</i> Socks – Plain black ankle <i>(with trousers)</i> - plain white ankle/knee <i>(with skirt)</i> | Socks – Plain black ankle socks |
| Jumper – Black, long sleeved, v-neck with school logo only | Jumper – Black, long sleeved, v-neck with school logo only |
| Blazer – Black with school badge | Blazer – Black with school badge |
| School Bags should be a plain dark colour. For girls large handbags are not acceptable. Ruck sacks are permitted. | |

(All items should be clearly marked with student's name)

Should, for medical reasons etc., alternative footwear be required this must be plain black, requested in writing by the parent and sanctioned by the Head of Year at the start of the day. Students attending school with inappropriate footwear or uniform will be sent home to change and receive sanctions.

Hollyfield School PE Kit

| Girls | Boys |
|--|--|
| Black and gold sports top with logo | Black and gold sports top with logo |
| Black skin top (optional) | Black skin top (optional) |
| Black skirt or shorts with school logo | Black shorts with school logo |
| Hollyfield Rugby shirt (black and gold) | Hollyfield Rugby shirt (black and gold) |
| Long black and gold socks for games | Long black and gold socks for games |
| Black Sweatshirt with school logo (optional, to be worn for sports only) | Black Sweatshirt with school logo (optional, to be worn for sports only) |
| Plain black joggers (optional) | Plain black joggers (optional) |
| Short plain white socks for PE | Short plain white socks for PE |
| Training shoes boots (for field) | Training shoes boots (for field) |
| Football boots (for field) | Football boots (for field) |

Plain Black Sports Bag

TEACHING TIME:

Our weekly contact time excluding assemblies, registration and administration, is 25 hours. The student year consists of 190 teaching days. Staff have an additional 5 days allocated to In-Service Training making 195 days.

ATTENDANCE & PUNCTUALITY:

At Hollyfield we insist on the highest possible attendance and punctuality from each student. We expect all students to achieve an attendance rate of at least 96%. Punctuality is regarded as very important and lates need to be authorised by parents. If they are not authorised students receive a detention on the same day.

To ensure we reach these high standards we ask all parents to telephone the school Attendance Officer on 020 8339 4530 before 8.30 am on the first day of a student's absence **and** to send in a note with the child upon their return.

Requests for absence during the school term will **not** be authorised, except in exceptional circumstances.

Form registers are taken during both morning and afternoon sessions. For each lesson a register is taken to ensure punctuality and attendance to. The close monitoring of attendance that Form Tutors are involved in helps parents to ensure these high standards are maintained. There has been only a very small unauthorised absence rate. This, we feel has been achieved because parents and tutors work closely together.

| | |
|--|------|
| Attendance for the Year to July 2017 | 95% |
| Authorised Absence for the Year to July 2017 | 4% |
| Unauthorised Absence for the Year to July 2017 | 1.1% |

PROVISION FOR THE ARTS:

In September 2017, we launched our Performing Arts Scholarship programme, which is awarded to Year 7 students who demonstrate particular talent and interest in the Performing Arts, including dance, drama, singing and playing (or being prepared to learn) musical instruments. These students will have additional Music and Drama lessons each week, as well as daily singing lessons and the opportunity to take part in bespoke workshops.

We have a proud tradition of excellence in the performing and visual arts at Hollyfield. We know that confident expression through Art, Drama and Music builds a positive self-image and that this underpins achievement in all other academic areas. The creative work of our students is displayed in corridors and showcased in assemblies. Students of all abilities participate in a wide range of extra-curricular activities.

In Music, several groups rehearse weekly, ranging from our numerous vocalists (The Hollyfield Singers, Senior and Chamber Choirs) to the Swing Band, Rock School and Orchestra. There are several concerts per year, and our students are often asked to perform in prestigious venues, such as Magdalen College, Oxford; The Rose Theatre and as part of the Thames Concerts series.

In Drama, in addition to our weekly Drama Club, we have a school theatre company (Ilex Theatre) with students from Year 7 to Year 13. Ilex members share two major productions a year, and in 2016, our talented cast and crew were invited to perform at The National Theatre as part of the Connections Festival. Our GCSE and A Level students share performance work with peers, parents and teachers each year, and are great role models for Hollyfield's younger students.

In Art, there are regular Art Club activities and frequent visits to galleries. The department also offers life drawing workshops and a media/photography suite, which is available for Art students to use. Additionally, the department regularly invites Art practitioners in to school to run bespoke workshops. One of the highlights of the school calendar is the annual exhibition, which showcases our students' exam level work.

At Key Stage 3, Music, Art and Drama are taught on a weekly basis to all teaching groups, and the subjects are popular options at Key Stage 4 and 5.

Facilities for the Arts include two Drama studios and in Music, we have a recording studio of professional standard for use by students in completing their Music coursework.

A number of our students have gone on to pursue their love of the visual and performing arts by studying at specialist colleges and universities and achieving success in the industry. Many of our alumni are currently performing on the West End stage, in film and on television. We couldn't be prouder!

SPORTING AIMS AND PROVISION FOR SPORT:

Physical Education is a major part of school life at Hollyfield. Physical Education lessons are designed to develop the initial interest and basic skills while after school clubs involve students in a wider variety of activities and competition. A large number of after school clubs offer an opportunity to extend both the interest and skills and allow students to compete at the highest level possible, whether it be in dance, netball, football, trampolining, tenpin bowling, tennis, softball, rounders, hockey, basketball, rugby, cricket or a number of other exciting sports.

The Hollyfield School's aim is to ensure students enjoy their sport. The school believes that physical education is enjoyed most when skills are developed to a high standard and students are offered a variety of competition.

Increasing numbers of students are achieving their full and very high potential in Physical Education with high levels of success in competitions.

The future for Physical Education at Hollyfield is bright. Changing and shower facilities have been installed at the games field and a floodlit multi use games area has opened. It is hoped that other funding will bring further improvements to our facilities and provide a sports complex of high quality for use by the school to raise standards further and encourage high levels of participation in sport. The number of students taking the options of GCSE and A Level Physical Education courses continues to rise each year.

The sporting qualifications and expertise of the PE staff, many staff from other subjects, as well as professional coaches ensure Hollyfield's continued success in Physical Education. Students are also given the opportunity to take the various levels of Sports Leadership Awards.

ADVICE AND GUIDANCE:

Careers education and guidance is part of every student's broad education and is provided by teachers highly experienced in this work and by specialist Careers Advisers.

The school was awarded the Careers Kitemark for Excellence in careers education. Careers education starts in Year 7 and continues through to Year 9 with advice on choosing GCSE option subjects. In Years 10 and 11 there are regular career lessons with group talks, visits, interviews and a Careers Week. In the Learning Resources Centre, there is open access to career profiling computer programmes.

In the Sixth Form, advice on degree and other qualifications as well as career opportunities at 17+ and 18+ is given by the Sixth Form Team. Opportunities exist for Sixth Form work experience and work shadowing.

In addition to this structured information, all Hollyfield's young people, from Year 7 onwards, come into a wide range of contacts with industry and commerce through their work in a variety of subjects. Hollyfield believes it is very important that its students develop the academic, social and management skills necessary to pursue satisfying careers.

COLLECTIVE WORSHIP:

Assemblies and form assemblies happen every day with social, moral, spiritual and cultural themes.

Parents have a right to withdraw their child from assemblies and from the act of collective worship.

RELIGIOUS EDUCATION AND AFFILIATION:

Religious Education is non-denominational and is taught in all years to all students in accordance with the local SACRE agreed syllabus. This course teaches about world religions, faiths and beliefs, as well as considering major issues involving morals and ethics.

Parents wishing to withdraw their children for personal reasons from this aspect of the curriculum should arrange to discuss the matter with the Headteacher.

SEX EDUCATION POLICY:

At Hollyfield, Sex and Relationships Education is an important topic handled with care and sensitivity. We believe that a sound Sex and Relationships Education

Programme will have the confidence of parents who, after all, are the key figures during all the aspects of their children's development.

Hollyfield's approach is co-ordinated and integrated across a number of subjects and across all years. It is not thought desirable for Sex and Relationships Education to be taught through a single lesson.

Our programme takes careful account of the maturity of our girls and boys, with an emphasis on more factual material for younger students, leading on to moral and personal issues. Most lessons are student-centred and interactive with group work and discussion. Videos and films are used when appropriate.

We provide students with a programme of lessons which not only acknowledges their sensitivity and confidentiality, but also allows them to preserve their innocence without leaving them in ignorance.

Because young people need to explore their own attitudes, values, feelings and experiences as well as appreciating those of others, Sex and Relationships Education will encompass such issues as morality, right and wrong, peer pressures and emotions. We maintain that responsible attitudes and behaviour are not gained through the presentation of facts alone. Throughout, Hollyfield students are encouraged to have due regard to moral considerations and family life, whilst remembering that Britain is a multi-faith nation where the family unit takes various forms.

EXTRA-CURRICULAR ACTIVITIES:

There is a wide range of sports and we are particularly active in football, rugby, basketball, netball, cricket and hockey with teams in each year competing in a number of tournaments.

Other clubs usually include Computer Studies, Science, Netball, Drama, Environment, History, Skills Workshop, Film, Music, Computer, Keyboard, Swing Band, Basketball, Choirs, Girls Football, Athletics, Tennis, Philosophy, Art and Dance.

As mentioned earlier The Learning Resources Centre is open each day, including lunchtimes, until 4.30pm for students to do home learning research and the computer rooms are open for use most mornings and evenings.

SCHOOL TERM AND HOLIDAY DATES:
(The dates are the first and last days of each half of each term)

Term and holiday dates 2017-2018:

| Term | Start Date | End Date |
|--|--|--|
| Autumn Term 2017 | Monday 4 th September | Friday 20 th October |
| <i>Half term</i> | <i>Monday 23rd October</i> | <i>Tuesday 31st October</i> |
| | Wednesday 1 st November | Wednesday 20 th December |
| Christmas holidays | | |
| Spring Term 2018 | Thursday 4 th January | Friday 9 th February |
| <i>Half term</i> | <i>Monday 12th February</i> | <i>Friday 16th February</i> |
| | Monday 19 th February | Thursday 29 th March |
| Easter Holidays Friday 30 th March – Friday 13 th April | | |
| Summer Term 2018 | Monday 16 th April | Friday 25 th May |
| <i>Half Term</i> | <i>Monday 28th May</i> | <i>Friday 1st June</i> |
| | Monday 4 th June | Thursday 19 th July |
| Summer Holidays | | |

CHARGING POLICY:

Every school must have, and publish for parents, its charging policy. Hollyfield has made the following decisions:

a) Books and Equipment

- i) We require parents to buy their children their own pens, pencils, erasers, rulers, calculators, etc although, subject departments will loan such equipment on request and many of these items are available for purchase from the School Learning Resources Centre.
- ii) Books are provided free but Year 12 and 13 (Sixth Form) students who wish to keep a textbook after the end of the course will be asked to pay for it. Students are expected to buy their own file paper.
- iii) Parents of students who lose or damage books or equipment issued to them are expected to pay the cost of replacement or repair.

b) Charging for Materials

Parents of students who are on practical courses (eg. Design & Technology, Photography, Art, etc.) and who wish their children to own the finished product will be charged for the materials used.

c) Activities

- i) Activities within the school day or part of an examination course: Any payment from parents for these activities is voluntary but if parents are unable or unwilling to contribute, it may be that the activity will not be able to take place. Obviously, students will never be treated differently according to whether or not their parents have made any such payments.
- ii) Activities outside the school day and not part of an examination course: For these activities, the specified payment is required for students to take part.

d) Residential Visits

- i) The governors' policy is not to have students entered for examination courses requiring residential study mainly within school time.
- ii) Residential visits taking place mainly outside school time and not required by an examination course, will require payment for the student to take part.

e) Public Examinations

- i) The Headteacher has the delegated responsibility to decide whether students are entered for particular examinations.
- ii) The Headteacher has the authority to charge for examination entries in certain circumstances.
- iii) The Headteacher is authorised to request payment for wasted examination fees.

f) Music Tuition

The Headteacher is authorised to charge for music tuition outside normal classroom activities, when permitted.

g) Loss and Damage to School Property

Parents of a student who damages or loses any item of school property or equipment, including, for example, windows or computer software, are liable for the cost of repair or replacement.

COMPLAINTS POLICY:

Under the Education Reform Act, a procedure is laid down which relates to complaints about the action of a governing body in respect of the school curriculum and related matters. This document is available on request.

Most concerns or potential problems can be settled best in informal discussions with the Headteacher and/or other staff in the school.

The school has a library of statutory documents, policy statements, schemes of work, guidance booklets and syllabuses followed in the school which may be viewed upon request to the school office.

This formal statement has to be made available to all parents. In reality, any problems are usually resolved very amicably.

SUMMARY OF EXAMINATION RESULTS Summer 2017

“What an outstanding year with brilliant exam results for Hollyfield School”

74% of students achieved 5A*-C or equivalent, including English and Maths.

28% of all grades were A* and A (or equivalent).

51 students achieved 8 or more grade A* to Bs (or equivalent).

The results we see today have rounded off an amazing year for Hollyfield School. The ultimate reward for us all was to see the delight on the faces of students who have reached their considerable potential.

The national press has been warning that, because of recent government changes, schools could face “turmoil” in their results this year. We are delighted therefore that our results have shown significant improvements.

Our EBacc (English Baccalaureate) pass rate also rose this year to an impressive 63% of entries.

There were many brilliant achievements including Kai Pischke and Chris Abraham who both got 10 A*s and 2 As (or equivalent) as well as Andrea Morant and Veselin Konstantinov who both got 9 A*s and an A (or equivalent), to name just a few.

At Hollyfield School our core purpose is to ensure we have enabled our young people to confidently take the next steps in their lives and we know that these results will enable them to do so. Results like this do not happen by magic and I would like to formally thank staff, parents and governors for their unwavering support for our school.

For the past two years Hollyfield School and Grey Court School have been working very closely together as part of the Every Child Every Day Academy Trust. Both schools have shown significant rises in their GCSE results. This is an exciting period in our development as we look forward with confidence to the future successes of this type of collaborative work.

Whole Year Group GCSE/BTEC Results 2017

- 80% with five or more 'Good' pass grades
- 82% with a 'Good' pass grade in English
- 79% 'Good' pass grade in Maths
- 28% of all grades were A* and A (or equivalent)
- 51 students with eight or more A* - B (or equivalent) grades

Summary of GCE A2 Results:

- 24% of all grades were A*s or As
- 52% of students with all A* - B grades
- 99% of all grades were A* - E grades

THE STAFF AT OUR SCHOOL

| | | |
|---|--|--|
| CEO Every Child, Every Day Academy Trust | Ms M Bailey | MA NPQH (London/Loughborough) |
| Headteacher | Mr T Maltby | MA NPQH (St Mary's) BA (Hons) (Sheffield) |
| Deputy Headteacher | Mr A Newton | BSc Hons (York) |
| Assistant Headteachers | Mr S Pickett Mrs S Ward Miss M O'Shea Mr D Bonehill Mrs L Brown Mr M Winpenny Mr D Warren Mrs J Rhodes | JP BA Hons (Sheffield) MA (Kingston), NPQH BA Hons (St Mary's) BA Hons (Loughborough) BSc Hons (Brighton) MA (Kingston) MA (Oxford Brookes) BA Hons (Bristol) BA Hons (Liverpool) BA Hons (Surrey) |
| Growth & Business Development | Mrs L Brown | MA (Kingston) |
| Head of Sixth Form Sixth Form Administrator | Mr D Warren Mrs J Ebsworth | BA Hons (Liverpool) |
| Art | Miss N King Mrs S Balcombe | BA(Hons) (Reading) BEd Hons (London) |
| Music | Miss S Neville Mr G Street | BA Hons (Birmingham) BA Academy of Contemporary Music |
| English & Drama | Ms R Holden Mrs J Rhodes Miss M O'Shea Mr A Fraser Mr J Wilson Miss A Stanbridge Mrs J Turner-Smith Mrs M Smith Mr B Hamilton Ms C Testa Ms M Shrafeddin Ms R Gonyora Ms V Callaghan | BA (Northumbria) BA Hons (Surrey) BA Hons (Loughborough) BA Hons (Winchester) BA Hons (Surrey) BA Hons (Westminster) BEd Hons (Brighton) BA (Westminster) BA (Hons) University for the Creative Arts BA (Hons) (Gloucestershire) MA (Kingston) BA (Hons) Warwick BA (Africa/Middlesex) BA (Hons) Kingston |
| Media | Mr M Winpenny Mr J Wilson | MA (Oxford Brookes) BA Hons (Bristol) BA Hons (Surrey) |
| Humanities | Ms R Lowery Mr R Selway | BA Hons (Sheffield) BSc Hons (Plymouth) |

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| | Mr D Warren Mr S Pickett | BA Hons (Liverpool) JP BA Hons (Sheffield) MA (Kingston), NPQH |
| | Mr N Buckman Mr L Russell Ms S McDonnell Mr P Sheehy | BA Hons (Nottingham) BA Hons (Sussex) BA (Hons) Manchester Ph.D (London), MA (London) BA (Hons) (Oxford) |
| | Ms E Goodridge | BSc (Hons) (York) |
| Computing and Business Studies | Mr A Wyld Mrs S Assam Mr D Bonehill Mrs L Brown Mr D O'Connor Mr D Jonk | BEd Hons (N London) BSc (USA) BSc Hons (Brighton) MA (Kingston) BA Hons, MA (Ulster & Middlesex) MSc Aston Business School, BA (Hons) (Leeds) |
| Mathematics | Ms M Janse van Rensburg Mrs J Wijyaratne Ms C Iles Mr A Dadlani Miss A Callaghan Mrs B Sandhu Mr A Newton Miss C Patel Miss N Uppal Mr A Worsfold Mrs S Ward | MA (Hertfordshire), BEd Cape Peninsula University of Technology BEd Hons (London) DPSE BSc Hons (Exeter) BSc Hons (London) BSc (Australia) BSc Hons (Portsmouth) BSc Hons (York) BSc Hons (Westminster) BSc (London & SOAS) BA Hons (Exeter) BA Hons (St Mary's) |
| Modern Languages | Ms N Crivellari Mrs E Mallol-Allonso Ms B Bouchard Mr M Williams Ms L Lamce Miss Lo Piparo | BA Hons (Bristol) MA (Essex) BA Hons (South Wales) BA Hons (Swansea) BA Hons (Bologna) BA/MA Hons (Italy) |
| Physical Education | Mr D Miller Mr L Redfearn Miss F Browning Mr W Goggin Ms A Cripps | BSc Hons (Southampton) BA Hons (Leeds) BA Hons (St Mary's University) BA/BSc Hons (St Mary's University) BA Hons (Liverpool) |
| Science | Mr B Pawsey Mr B Ryan Mrs J Toner Miss D Gillieron Ms J Heslip Mr K Bhumbla Ms S Cunningham Mr D Roberts Mr D Sinclair | BSc (Kingston) BHSPE (Australia) BSc Hons (Liverpool) BA Hons (Reading) BSc (Queen's University Belfast) BSc Hons, Bach of Ed (Toronto) BSc Bach of Education (Otago) BSc (Durham) MSc (London), BSc (Glasgow) |
| Sociology | Mr D Warren | BA Hons (Liverpool) |

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| Psychology | Ms R Dowie Miss D Gillieron | BSc Hons (Roehampton) MSc (Surrey) BA Hons (Reading) |
| Technology | Ms L Tunstead Ms A Hall Miss S Richardson | BA Hons (Wolverhampton) BA Hons (Roehampton) BSc Hons (De Montfort University) |
| Health & Social Care | Ms A Cripps | BA Hons (Liverpool) |
| <u>SPECIAL EDUCATIONAL NEEDS:</u> | | |
| INCO 2i/c SEN Senior Teaching Assistant EAL SEN Administrator | Mrs S Ward Mr S Duckworth Mrs J Voice Ms M Shrafeddin Mrs C Abedini | BA Hons (St Mary's) |
| Teaching Assistants | Ms S Johnston Mrs J Savage Ms H Chan Miss L Mount Miss E Nelmes Miss C Blackman Ms S Martin Ms S Shinde | |
| Student Support Centre Mgr Time-Out Coordinator Student Support Officer | Mr C Esmond Ms S Curtis Mrs V Kerridge Mrs R Tiffin | |
| Learning Resources | Mrs S Healey Mrs K Adams | LRC Manager & Careers Co-ordinator LRC Assistant Manager |
| Art Curriculum Assistant | Mrs I Crombie | |
| Study Supervisors | Mrs K McMillan Ms T Pozella Ms C Palmer-Hall | Cover Manager Study Supervisor Study Supervisor |
| Finance Office | Mrs C Morgan-Russell | Assistant Bursar |
| Personnel Office | Mrs J Thompson Mrs N Lambert | HR Manager HR Assistant |
| Administration Office | Mrs L Sutton Mrs D Northeast Mrs D Harvey Mrs A Firth Mrs E Killeya Mrs S Allen Mrs D Dring | PA to the Headteacher Senior Admin Officer/Admissions Attendance Officer Administration Assistant Reprographics Technician Receptionist Receptionist |

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|-----------------------------|---|--|
| | Mrs W McCann Mrs Z Kelly | Receptionist Receptionist |
| | Mrs V Grainger Mrs A Hudson-Sheaf Ms E Pearce | Data Officer Data Assistant Clerk to Governors |
| Exams Administration | Mrs S Ganendiran | Examinations Assistant |
| Technicians | Mrs M Banerjee Mr L Del Rio Fernandez | Science Science |
| | Mrs E Killeya | Technology |
| ICT Network | Mr N Khan | Network Manager, BSc Hons, MSc (London Metropolitan) |
| Premises | Mr G Griffiths Mr K Blackman Mr K Hughes | Facilities Manager Caretaker Lettings Supervisor Premises Maintenance |
| Lunchtime Assistants | Mrs L Hawkins Mrs E Killeya | SMSA SMSA |

CHANGES TO THE PROSPECTUS AFTER THE START OF THE SCHOOL YEAR:

Changes to the information in this booklet may occur for the teaching staff and will occur in the membership of the governing body. No other changes can be foreseen at the time of going to press.

GOVERNORS:

Parent Governors

Mr Robert Alexander
Mrs Sarah Dearson
Mrs Susan Hughes
Dr Ahmad Nouri
Vacancy

Board Appointed Governors

Mr Marcus Baines (Chair)
Mr John Botterill
Mrs Helen Claridge
Mr Andrew Males
Mr Andrew Meredith (Vice Chair)

Staff Governor

Ms Lyn Tunstead

Headteacher Governor

Mr Thomas Maltby

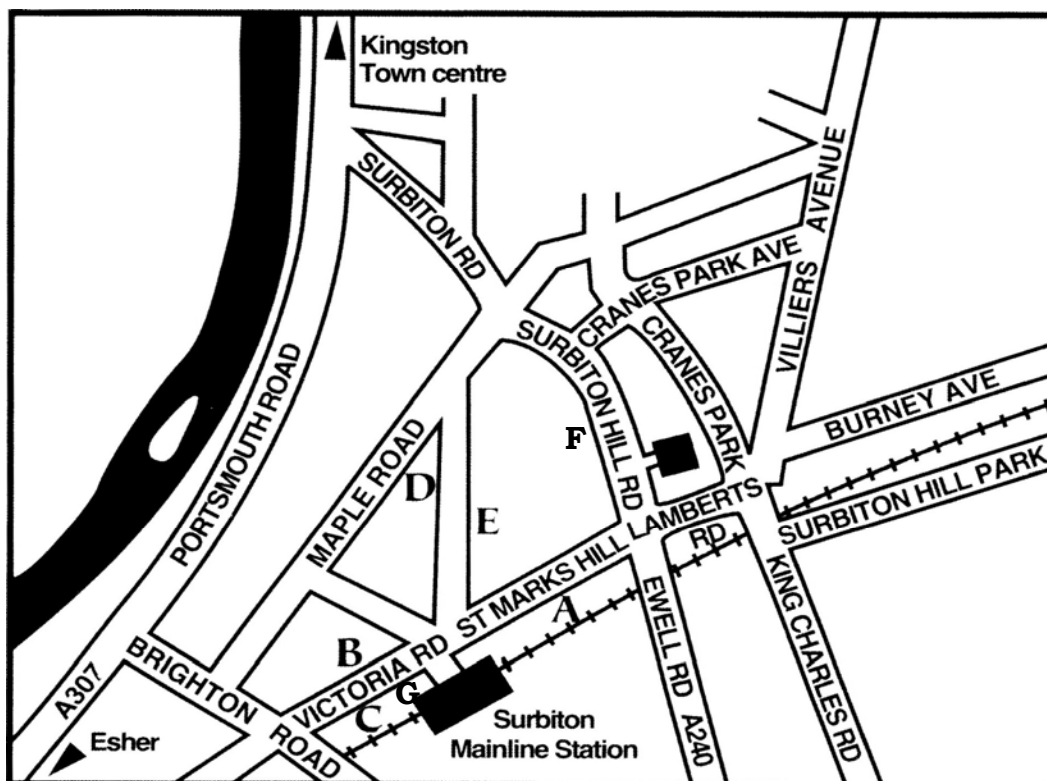
Clerk to the Governors

Ms Elizabeth Pearce

TRANSPORT

The school is well served by public transport. Buses 71, 281, 406, 418, 515, K1, K2, and K4 all pass close by the school.

The school is 4 minutes away from Surbiton main line railway station, which serves New Malden, Wimbledon, Raynes Park, Esher, Berrylands and links with the Kingston Line.



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|---|--------|-------------------|---|-----|-------------------|
| A | 281 | Tolworth | E | K2 | Berrylands & Hook |
| | | | | K4 | Kingston Hospital |
| B | K1 | Kingston | F | 418 | Kingston |
| | K4 | Kingston Hospital | | 406 | Kingston |
| C | K1 | New Malden | G | K3 | Roehampton |
| | 671/71 | Chessington | | | |
| | 515 | Esher | | | |
| D | K2 | Kingston | | | |

The Hollyfield School, Surbiton Hill Road, Surbiton, KT6 4TU.

Tel: 020 8339 4500

Fax: 020 8339 4572

Email: office@hollyfield.kingston.sch.uk

Website: www.hollyfield.kingston.sch.uk