

■ Bringing out the Best



“ Choosing the right school for your son or daughter is a difficult but crucial decision. I am very pleased to commend to you Howard of Effingham School which is proven as a school that offers maximum opportunities for children to develop academically and socially in an environment that is stimulating, caring and supportive. The school sets high standards of behaviour that instill values which enable students to develop into confident young adults.

As a comprehensive school, we aim to provide opportunities for pupils of all aptitudes to achieve the very best standards. Since September 2002 we have been a Specialist Science College. As such we are given additional financial support. In return, we must be a centre of excellence and advise on our specialist subject and school improvement. We share our expertise and resources with schools in the local community and remain as a maintained secondary school teaching the full national curriculum. An excellent range of extra-curricular activities, including sport, is available and the school's outstanding academic success is widely recognised.

Each year our GCSE results have placed us among the top comprehensive schools in Surrey's league tables. In 2005, 75% of Year 11 pupils gained 5 or more A*-C grades at GCSE. There is a natural progression into the Sixth Form where the courses on offer include both traditional and vocational A levels. Indeed, the fact that two students secured places at either Oxford or Cambridge this year is testimony of the success of our Sixth Form provision. In the 2005 A-Level examinations there was a 98% pass rate of which over 56% were grade A or B. As a result of these successes 99% of our students who applied to University have secured places this year.

The Howard is very successful because it has a team of well-qualified and committed people, both teachers and support staff, who are prepared to take an interest in each child within the school community. I am proud to be associated with them as I am equally proud to be with the students.

The choice of a secondary school should be based on real information and first hand experience. Open Evening is Thursday 13th October and conducted tours will take place Wednesday mornings on a weekly basis during the Autumn Term. If you are unable to make one of these occasions, please telephone to arrange a separate appointment. We also welcome enquiries for entry in our other year groups, including our thriving Sixth Form of 330 students.

With so many delightful students I believe the school has a most exciting future, and it is my firm intention to continue to provide a challenging environment in which all students can be encouraged to develop their talents to the full.

I encourage all prospective parents to visit our school and meet the students and staff. I will be happy to outline my own philosophy on education and share with you our future plans of which I very much hope you will want to become a part. ”

R J Barnfield MA, BSc
Headteacher



INVESTOR IN PEOPLE





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■ The School

Introduction

The school is named after the Second Lord Howard of Effingham who, as Lord High Admiral, commanded the fleet which defeated the Spanish Armada in 1588. The school badge is a representation of his flag ship, the first 'Ark Royal'.

School Ethos

The Howard's approach is traditional in many ways, offering a proven quality education with a vision for the future. We provide opportunities for pupils of all abilities within the 11–18 age range to achieve high standards within a caring atmosphere that enables them to develop socially no less than academically. We are particularly concerned that students develop self-esteem, confidence and consideration for others through the process of their secondary education.

As you might anticipate, the school sets high standards of behaviour which promote traditional values that will be important for life long achievement. We believe that academic attainment flourishes in this atmosphere enabling students to develop into confident and well rounded young adults.

The dedication and professionalism of our staff, and the support and encouragement of our parents, combine to ensure that at the Howard, the reality matches the promise. Our pupils regularly feature amongst the top schools in the region in GCSE and 'A' level examinations, with consistently high performances both in "League Tables" and in "Value Added" measures.

The School Aims can be found in Appendix III of this prospectus.

The Howard was among the first schools in the country to be designated a Science College. The Specialist Schools Initiative is based on the concept of creating the opportunities to raise standards and so achieve excellence for students. This is an ethos to which we are totally committed. We are grateful to all our sponsors, but particularly the Peter Harrison Foundation, and the considerable part it played in enabling us to acquire Specialist Science Status.

Vision and Values

Howard of Effingham School will excel at bringing out the best in pupils of all abilities for their future success and fulfilment.

The school will achieve this by promoting high quality teaching and learning and will maintain and improve on its excellent academic and extra-curricular record. We constantly strive to provide a stimulating and challenging environment which encourages a high degree of individual responsibility and mutual respect. The school works through consultation and involvement of students, parents and staff, and with education authorities and the local community. We will continuously develop and use the resources available in achieving this vision.

Accommodation and Facilities

The original school was built in 1940 and has since been extensively enlarged and updated. A new Sixth Form Centre, additional laboratories and classrooms, and a Community Sports Centre, were completed in 1996–97.

Acquiring specialist status enabled us to enhance our science facilities. This included a new science laboratory and ICT suite and the refurbishment of all existing science facilities. Added to this was the creation of a 200 seater Cyber Café with state-of-the-art ICT facilities for use by students and the local community.

The buildings are set in their own grounds with pleasant countryside around. Apart from the sports pitches and tennis/netball courts adjacent to the school buildings, the school has the use of the King George V Playing Fields and floodlit courts, and a field in Browns Lane.

The dining hall and Cyber Café offer a wide variety of good quality food at reasonable prices, including traditional and vegetarian meals, snacks and salads.

The Library and Study Centre has been developed to offer a wide range of books and publications, with audio-visual and computing facilities, including CD-ROM and Internet access. It is staffed throughout the school day and provides pupils with study, reference and technological facilities.



■ The Staff

THE STAFF

The teaching staff is highly qualified and all are graduates or teachers with specialist qualifications in their respective subject areas. In the management of the school the Headteacher is assisted by a Leadership Team of Deputies and Assistant Headteachers. Curriculum areas are led by Heads of Faculty. Key Stage Co-ordinators and Year Heads lead Year Teams.

Staff development is an important priority and the school holds the 'Investors in People' award. The school has an efficient support staff which includes clerical and administrative staff, secretaries, technicians, a librarian and caretakers. Careers guidance is provided by senior members of staff working with a staff co-ordinator who liaises closely with Connexions. A full current staff list is provided in Appendix II of this prospectus.



■ The Pupils

THE PUPILS

Pastoral Organisation

In a large school it is important that the pupils feel part of a smaller, more identifiable group. To achieve this pupils are organised on a year basis co-ordinated by a Head of Year and Assistant Head of Year. The year group is divided into eight tutor groups of thirty pupils. The form tutors work very closely with the Year Heads who are responsible for the pastoral care of the pupils in the year group. This includes monitoring the pupils' progress, the delivery of a full tutorial programme and day to day pastoral care.

To bring out the best in all our pupils it is important that we work together with parents. With this in mind parents are encouraged to contact the school and are free to see tutors, by appointment, to discuss any problems that may arise. Parents' evenings are held regularly for parents to consult with subject teachers. Student planners are used for contact between staff and parents. Senior staff are available to help parents with any problems.

Induction of New Pupils

Changing school is an important step in the life of any child and great care is taken to ensure that the transition to secondary school is as smooth as possible. The Howard is in regular contact with primary schools to ensure National Curriculum continuity. The Key Stage 3 Co-ordinator and the Year Head responsible for our new intake make frequent visits to the feeder schools to discuss pupils' progress, aptitudes and individual needs

with their teachers. The Head of Year will also visit the children in their primary schools to talk to them about life and expectations at Howard of Effingham.

All new pupils are given the opportunity to visit our school for an induction day in July before joining us in September. This day is carefully planned so that they can meet their form tutor, new companions and some of their new teachers. Varied activities take place, all of which help them to become familiar with their new school. Parents of new pupils are invited to the school for an information evening before their sons and daughters join us. The induction programme continues in the first term when pupils are involved in a variety of activities during tutor periods, all of which are designed to help the pupils settle in as quickly as possible and to become familiar with new ways of working, including the organisation of homework. Year 7 parents are invited to an informal evening in October where they have the opportunity to meet the form tutor.

House System

We have four houses (Cromwell, Howard, Raleigh and Sheridan) and the house system exists to foster a spirit of community, co-operation and competition in a wide range of activities. Through these activities opportunities exist for everyone to participate as each house fields teams in all events. As well as the usual sporting activities, competitions are arranged in public speaking, quizzes, technological challenges and an arts festival. The pupils in a tutor group will all be in the same house; thus there is a close link between the pastoral and house systems.



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■ The Curriculum

At the Howard we aim to deliver a quality curriculum that provides a stimulating and demanding education for all pupils. The curriculum is time-tabled in a ten day cycle of 50 lessons; each lasts for 58 minutes. Copies of the school's curriculum statements including aims and objectives, study programmes and schemes of work are available on request. An outline of the curricular arrangements is given in the following sections.

Teaching Group Arrangements

We feel that it is important for children to have time to settle down in their new school before setting decisions are made.

For this reason, setting arrangements in some subjects will be introduced gradually, as it is our belief that linear subjects should have the facility to set children according to their own subject criteria. As the pupils progress through the school more curriculum areas use setting arrangements so that the teaching level and pace of work is appropriate to the pupils' needs. Within each subject, detailed schemes of work have been developed and a wide variety of teaching styles are employed to deliver the curriculum effectively and to generate interest and enthusiasm amongst the pupils. Additional support is given to pupils by the Special Educational Needs Co-ordinator, classroom assistants and support teachers.

Movement between groups is common and determined by attitude to work and general progress. These are constantly monitored through continuous assessment, regular testing, end-of-year examinations and a diagnostic review of the progress of all pupils.

The Curriculum and Pupil Grouping for The Lower School (Years 7 to 9)

On entry into the school at the age of 11+, pupils are divided into two mixed ability populations, known as Arks and Royals, of equal size and each representing the full ability range.

For registration and pastoral purposes a population is divided into four mixed-ability tutor groups, each under the care of a form tutor. The members of a tutor group will be in the same House (Cromwell, Howard, Raleigh or Sheridan). In Years 7 to 9 (Key Stage 3), all pupils follow a broad and balanced curriculum consisting of the National Curriculum with the



additional subjects of two modern languages, drama and a tutorial programme. Citizenship is also compulsory.

In Year 7, pupils are taught in tutor groups for all subjects except Mathematics and Modern Languages, where pupils are set during the first term. As pupils move into Year 8, they are grouped according to their ability in each of the following curriculum areas: English; Humanities; Languages; Mathematics and Science. This encourages able pupils to be extended, and those needing more help and support will receive it, usually in smaller classes. This means that a pupil who may be very good at Mathematics, average in English and weak in Languages can be placed in sets which meet his or her needs. Therefore, pupils' needs are met individually and not "averaged out" by placing them in the same class for all subjects.

Modern Foreign Languages and Latin

Each student will study two modern languages to the end of KS3. All students will then proceed to take at least one language to GCSE level. On entry in Year 7 students will be placed in half year populations which determine the languages studied. For entry in September 2006 one half year will study French and German and in the other half year the students will study French and Spanish. In exceptional circumstances, if parents have an educational reason for requesting either combination, they may do so. However parents should be aware that requests are treated individually, acceptance is not automatic and



■ The Curriculum

might jeopardise the friendship groups in which the pupils have been placed.

On entry to Year 9, more able linguists add Latin to their course as an additional subject. In Key Stage 4 they have the opportunity to follow an accelerated languages course.

The Curriculum for The Upper School (Years 10 & 11)

In Key Stage 4 of the National Curriculum, pupils will follow courses leading to the GCSE examination. From Year 10 (ages 14–15), pupils select from a wide range of GCSE options, according to their interests, aptitudes and career aspirations. The full range of National Curriculum core and foundation subjects is available, together with varied options within the Sciences, Modern Languages, Technology, Humanities, Business Education, Sport and the Arts. Most pupils study the equivalent of ten GCSE subjects (eleven if Latin or expressed languages are taken). All pupils follow courses in Information Technology (which is examined in Year 10), Citizenship and Religious Education.

Full details of Key Stage 4 courses are published annually in our "Upper School Courses" booklet.

The Sixth Form (Years 12 & 13)

The vitality of its Sixth Form is a key pointer to the strength of a school. The Sixth Form at Howard of Effingham is popular (in excess of 330 students on roll) and students' achievements are considerable and varied. Students follow AS courses in Year 12 and A2 in Year 13. The school also offers Vocational 'A' level courses. Some students are prepared for Oxford and Cambridge Entrance with a regular number succeeding each year. Most students go on to degree courses at University, and others to quality courses in other areas of Further and Higher Education.

We provide a wide range of opportunities for Sixth Formers to exercise responsibility. They have their own students' association, the Howard Association of Students, which organises social events such as the Christmas Ball and Leavers' Dinner and they publish their own year book. Sixth Formers are also given the opportunity to become Prefects. The Senior Prefects and the Head Boy and Head Girl meet regularly with senior

staff and make a valuable contribution to the general running of the school.

Sixth Form courses are broadened through community service, commercial and industrial placements, and recreational opportunities. All students have regular tutorials, and expert advice on careers and Higher Education is freely available from our own staff, our excellent library and Careers Service staff. Sixth Form academic progress is closely monitored and a detailed review of each student's work is made twice a term.

Full details of Sixth Form courses are published in our Sixth Form Prospectus, and we welcome applications from students wishing to join us from other schools.

Homework

Regular homework, marked promptly and in depth, is a powerful aid to learning and significantly enhances academic success. From Year 7, therefore, all pupils are equipped with a homework timetable and a student planner, in which to record all homework assignments. For Lower School pupils the average amount of time taken for homework per day ranges from 1 to 1½ hours. Upper School pupils should expect to spend an average of 2 hours per night on homework. However this can vary with the demands of coursework.

We believe this is the path to the record examination successes which have been achieved by pupils of all abilities in recent years at the Howard. Homework is a means through which our pupils' academic successes will continue to be enhanced.

Gifted and Talented Pupils

The Howard has an excellent record in extending the most able and is committed to a policy of differentiation (variety, enrichment, extension and support) in teaching and learning. The school's Gifted and Talented Policy ensures the identification of pupils, the provision of extension and enrichment activities, and the careful monitoring of progress.

Learning Support

The Learning Support Department shares in the task of actively promoting the development of pupils with Special Educational Needs. The department aims to promote learning strategies and teaching approaches which will allow these special needs to be met. This



■ The Curriculum

enables teachers to provide appropriate challenges and opportunities for success and helps pupils to recognise and plan for progress.

Members of the Learning Support Department have specialist training in working with children who have Specific Learning Difficulties. There are two specialist rooms equipped with computers, audio aids and a range of additional teaching materials. The department shares the responsibility for identifying and assessing pupils' needs, for planning and putting into practice Individual Education Plans and working with outside agencies.

Available resources are used as efficiently and effectively as possible. Support methods include some individual or small group withdrawal lessons. The department also organises programmes of in-class support in specific subject lessons and runs a lunchtime homework club for pupils wanting extra help.

The 'Toe by Toe' reading scheme has been running for four years. This year 36 Year 7 pupils took part in the scheme. A "buddy" system was developed involving a team of 100 Sixth Formers who were trained as coaches and worked with the younger pupils. All Year 7s involved successfully completed the scheme and showed excellent improvement in their reading ages.

Already, Sixth Formers are volunteering to work with next September's Year 7 pupils, allowing the scheme to go from strength to strength. A Year 8 reading club builds on the good foundations laid down in Year 7.

Careers Education

Careers education is an integral part of the syllabus of a number of subject areas, particularly our Citizenship Course. In Key Stage 4, all pupils take part in a Work Experience programme, and these opportunities are extended in the Sixth Form. Through the Rotary Club of Great Bookham and Horsley, mock interviews are made available to pupils in or near their leaving year.

Careers interviews are available for Year 11 and a 'drop in' session is held for the Sixth Form with Connexions each week. The careers section of the library provides literature on a wide range of careers. Access to computerised careers' databases is also available, and pupils are encouraged to show initiative and responsibility for making the most of these services which the school provides.

Sex Education

The school accepts that it has a key role to play in the education of its pupils on matters relating to sex. The teaching offered aims to support and complement the role of parents who are, of course, key figures in helping their children to cope with the physical and emotional aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings.

All pupils are given basic information on sexual reproduction through their science lessons. Complementary to this is the school's Personal, Social, Health and Citizenship Education programme in years 7 to 11. Here the aim is to encourage pupils to consider their attitudes on sexual matters and to have regard to the moral considerations and the value of family life. It is important that information should be given on sexual relationships; the meaning of contraception and its methods; abortion; those aspects of the law which relate to sexual activity; and sexually transmitted diseases (including HIV and AIDS). Full details of the policy and teaching programme, which follow the agreed National Guidelines on Sex Education, are available from the school.

Assemblies and Religious Education

Assemblies are held in school every day and take a variety of forms. Each pupil in years 7 to 11 attends two formal assemblies each week. Sixth Form students have a weekly formal assembly. On other occasions pupils meet in form rooms for tutor group activities and tutorials. The majority of assemblies promote Christian principles and sometimes include music, readings, prayers, and the participation of staff and pupils. Visiting speakers include local clergy and a variety of topics and approaches are encouraged.

It is hoped that all pupils will attend assemblies and Religious Education lessons. However, if parents wish a pupil not to take part for religious reasons they should write to the Headteacher.

Details of the Religious Education syllabuses taught in the school will be made available on request.

There is a Christian Union for pupils in both the main school and the Sixth Form.



■ Extra-Curricular

Sport

We encourage pupils to take part in and develop skills in a wide range of sporting activities. The school has an excellent record in inter-school competition at both county and national level, and a full range of teams is fielded each year. The magnificent Effingham Community Sports Centre, built six years ago, is a dual use facility for the school and the local community. This, together with our regular use of the King George V Playing Fields and our own fields, gives pupils excellent indoor and outdoor facilities. Pupils also have the use of seven tennis courts and six netball courts (some floodlit). The Physical Education programme includes teaching in rugby, soccer, cross-country, athletics, hockey, netball, cricket, basketball, rounders, tennis, badminton, volleyball, orienteering, softball, dance and gymnastics.



School Visits

Learning within the classroom is often reinforced by visits to places of interest. Fieldwork is an important component of courses in Geography and Biology. Pupils learning foreign languages are encouraged to take part in our annual exchanges with schools in France, Germany and Spain. Residential visits have included ski trips to Austria and France; History visits to Ireland; sporting tours to other areas of the UK, Canada, Spain and Holland; outdoor pursuits weeks in France. The school also offers opportunities through the Duke of Edinburgh Award programme. Departments arrange a wide variety of day visits including theatres, conferences, workshops, fieldwork, and visits to places of scientific and historical interest.

The Governors have produced a policy on charging for certain school activities in line with the requirements of current legislation; a copy may be obtained from the school office. In all such activities, we recognise their tremendous educational value and enjoy excellent support from parents in encouraging pupils to take part.



■ Extra-Curricular

The School's Arts Policy and Provision

Howard of Effingham is committed to fostering, in all students, an appreciation of the arts. Our Key Stage 3 curriculum provides discrete art, drama and music for all. At Key Stage 4 it is possible to study at least two individual arts subjects. The strength of extra-curricular arts provision is such that students have frequent opportunities to participate, learn and perform in artistic, dramatic and musical activities. As testimony to this, the school achieved the Artsmark Silver Award in May 2005.

School productions, musical evenings and art exhibitions are regular features of the school calendar. Recent productions include 'Les Miserables', 'The Hot Mikado', 'Mack and Mabel', 'Crazy for You' and 'Oliver'. In each case pupils from all years are enthusiastically involved, and a Junior Drama Club nurtures new talent. Members of the orchestra and choir have recently performed at the Albert Hall, and concerts and musical evenings are well supported and performed to a high standard.

Clubs and Societies

The school recognises that it has a responsibility to encourage, stimulate and develop the interests of the pupils outside the classroom. A comprehensive list of clubs and societies operates daily before school, at lunchtime and after school, and local competitions are entered. A clubs fair is held at the beginning of the year to encourage new pupils in particular to involve themselves in extra-curricular activities. While the current list depends upon the interest of staff and pupils the following are traditionally supported:

| | |
|-----------------|--------------|
| Aerobics | Guitar |
| Art | Gymnastics |
| Athletics | History |
| Badminton | Hockey |
| Basketball | Jazz Band |
| Choir | Netball |
| Christian Union | Orchestra |
| Computing | Rugby |
| Cross-Country | Science |
| Dance | Soccer |
| Drama | Table Tennis |
| Engineering | Trampolining |
| Environment | Volleyball |



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The Duke of Edinburgh Award Scheme is available to pupils from year 10 upwards, and enjoys popular support. Participants initially undertake the Bronze Award and then progress towards the Silver and Gold.

■ Home – School Links

Outside Interests

It is hoped that all pupils will continue to pursue those outside interests which contribute to the development of a rounded personality. Regular jobs are not encouraged if they reduce a pupil's ability to participate in school or other activities, or compete for excessive amounts of time.

Home – School Links

Consistent support and encouragement at home is vitally important for pupils, and there are many areas where parents can help. Routine contact is maintained via the 'Student Planner' which acts as diary, organiser, notebook and messenger between home and school. Parents are expected to check and sign it weekly.

Website Information

www.howard-of-effingham.surrey.sch.uk

The website has developed rapidly in recent years. The main aim of the website is to provide relevant and up-to-date information about the school for parents and the wider community. Additionally the website gives all students remote access to their user area on the school network.

Attendance

Pupils must attend school unless they are ill. In the case of short periods of absence we ask parents to telephone on the first day and a letter should be brought to the school on the pupil's return. Casual absences and holidays during term time are severely detrimental to a pupil's progress; if attendance problems do occur, the Educational Welfare Officer will be involved, as is also the case in other matters of pupil welfare including employment and liaison with other agencies.

Contacting School

Essentially, education is a co-operative venture between parents and teachers, so that responsive schools are almost invariably characterised by close links with parents. It is for these reasons that the school sets out to promote such contacts through an "open door" policy. Accordingly, parents are welcome in school at any time – all we ask is that you telephone first to make the necessary arrangements. The school switchboard is open from 8.15 a.m. to 5.00 p.m. daily.

Behaviour Management

In conjunction with parents, the school seeks to promote self-discipline, founded upon respect for others and an awareness of one's duties as a citizen no less than one's rights. Order in the classroom and throughout the school is the pre-condition of successful teaching and learning. All teachers are encouraged to maintain firm but fair discipline inside and outside lessons. For the benefit of all, it has been found valuable to define a 'Behaviour for Learning' strategy. (See APPENDIX V). Before pupils join the school, both parents and pupils are required to sign the Home/School Agreement. This sets out the partnership between pupil, parents and school upon which every pupil's progress depends.



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■ Home – School Links

Examinations, Reports and Parents' Evenings

Pupils' progress is regularly assessed and twice each year reports are sent home to parents either in booklet or interim report format. Apart from assessment results and details of the pupil's academic attainment, reports also cover attitudes to learning, classwork, homework, behaviour, effort, attendance and participation in extra-curricular activities. Pupils sit internal school examinations or National Curriculum tests at least once a year. During the year there is at least one full parents' consultation evening for every year group and numerous other occasions where contact is made between staff and parents. Pupils will also meet with their tutor to discuss their progress on a regular basis. This culminates in the Academic Tutoring Programme where the timetable is suspended for two days each year to allow each student to meet their tutor, review their progress and set challenging but realistic targets for the future.

Parent Teacher Association

All parents are encouraged to support the 'Howard of Effingham School PTA', an association which exists to foster good relationships between parents and staff; to raise funds for the purchase of extra items of equipment; to provide services for pupils, and to organise social functions. The committee of parents and teachers arranges a wide range of social and fund-raising activities. Quiz Evenings, Information Evenings, The Autumn Fair, The Plant and Produce Sale and many other events have been very well supported and all parents are warmly invited to join in on every possible occasion.

School Fund and Charitable Trust

All parents are invited to contribute to this fund which is used to promote and extend the range of extra-curricular activities and to provide amenities not available through public funds. A donation of £25 (one child) or £35 (two or more children) per year per family is invited, and parents are encouraged to donate to School Fund through the Charitable Trust to enable the pupils to benefit further. The use of Gift Aid is the most tax efficient way to contribute to the school.

Transport to School

The school is served by the local bus service, and contract coaches are provided to serve the Horsley, Cobham and Oxshott areas. Pupils for whom this is the nearest school and who live more than three miles away are entitled to free passes. Additional places on these coaches are available and parents may pay a concessionary fare if their sons or daughters live within three miles of the school, or if they live in other areas close to a coach route. At all times the behaviour of pupils on buses and coaches must not jeopardise the safety of pupils or bring disrepute to the school, and the school reserves the right to withdraw bus passes in extreme circumstances.

Travelling by car is discouraged in the School's Transport Plan as there is severe congestion on the local roads approaching the school and limited parking.

Accommodation for cycles is provided although the school does not accept responsibility for their safe custody. Pupils should use the cycle path if travelling from the Bookham area. It is essential that cyclists should wear a cycle helmet and, if possible, have obtained the Cycling Proficiency Certificate. Pupils cycling to school are obliged to join the school registration scheme to promote road safety. Only pupils who have cycle helmets can join the registration scheme.

Uniform and Equipment

The school has a traditional attitude towards school uniform and expects all pupils to look neat and smart. We consider that a smart uniformed appearance is an important element in the setting of high standards and reflects the tone and ethos of the school. The co-operation of parents in helping us to set and maintain these high standards of appearance is essential. (See APPENDIX VII for the School Uniform List). All items listed in Appendix VII may be obtained from G and M Leisure, Fetcham, Unismart in Cobham or can be ordered from Ray Lewis Sportswear through School. A 'turnabout shop' service provides for the sale and purchase of good quality second hand garments.



■ Additional Information

Times of the School Day

Monday to Friday

| | |
|---------------|-----------------|
| Registration | 8.45 – 8.50am |
| Lesson 1 | 8.50 – 9.50am |
| Lesson 2 | 9.50 – 10.50am |
| Morning Break | 10.50 – 11.15am |
| Lesson 3 | 11.15 – 12.15pm |
| Lesson 4 | 12.15 – 1.15pm |
| Lunch Break | 1.15pm – 2.05pm |
| Registration | 2.05 – 2.30pm |
| Lesson 5 | 2.30 – 3.30pm |



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There are 25 lessons in the teaching week.

School Meals

The menu, which includes the set meal, other hot dishes, snacks and beverages is displayed each day, together with prices. School meals are cooked on the school premises and served, with a wide range of choice, on a cafeteria system. Pupils may only leave the premises at lunchtime if they have been issued with a pass, but we strongly encourage pupils to remain in school over lunch. As an alternative, pupils may bring sandwiches to eat in the dining halls. Free school meals are made available under certain special circumstances. All applications are treated confidentially.

Copies of School Documents

Copies of any of the following documents can be obtained from the school:

- Statutory instruments, DFES circulars and administrative memoranda relating to the National Curriculum;

- Any published OFSTED reports referring to the school, the most recent being February 2000;
- Any schemes of work currently used in the school; and
- Any syllabuses followed by pupils at the school.

Complaints

If parents are concerned about any aspect of the curriculum or any other matter, they should contact the Headteacher to discuss the area of concern. In the unlikely event that this fails to resolve the issue, the Surrey Education Authority Procedure comes into operation. This has recently been reviewed and is obtainable from the School or Surrey County Council by telephoning 08456 009 009 or the Local Education Officer, tel. 01483 517835

■ Additional Information

Charges for School Activities

The Education Reform Act 1988 introduced some regulations concerning charges for school activities. The policy of the Governors is to adhere to the requirements of the 1988 Act. A detailed Charging Policy has been approved by Governors and is available on request. Further details can be obtained from the school.

Attendance Information 2004–2005

Total number of registered pupils of compulsory school age on roll for at least one session during the reporting period to 28th May 2005

1227

Pupils engaging in unauthorised absence:

0.6%

Incidence of authorised absence:

6.0%

Number of Pupils with SEN statements:

25

Number in Sixth Form –
1st September 2005:

330

Examination Results See Appendix VIII
Destination Routes for Leavers:
See Appendix IX



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Appendix I – The School Governors

Chairman of the Governors: MR C WILLIAMSON

Local Education Authority MR K CORNWELL

MR M ONLEY

MR C WILLIAMSON

Community MR J KEMPTON

MR I NAYLER

MR J RIPLEY

MRS S TRUNDLE

MRS G WALKER

Parent MRS S ALLOTT

MR P BUSH

HH JUDGE P DODGSON

MR P ENTWISTLE

MR S TOOTHILL

Teacher MR P BELLAS

MRS S STANTON

Headteacher MRS R BARNFIELD

Clerk to the Governors: MRS M SPINKS

(Correct at the time of printing)

Staff List September 2005–2006

Headteacher MRS R J BARNFIELD, B.Sc Hons (Reading) PGCE (London), M.A. (OU)

Deputy Headteachers

Personnel & Student Development MR R ESSEX, B.Ed Hons (Nottingham), M.A. (OU), NPQH

Quality of Service MR D T EVANS, B.Ed Hons (Nottingham), M.A. (London), NPQH

Assistant Headteachers

School Effectiveness MR B BARTLETT, B.A. Hons (Manchester), M.A. (Roehampton), PGCE (London), NPQH

Personnel & Student Development MRS J MENCHENNETT B.A. Hons (Southampton) PGCE (Birmingham)

Personnel & Director of Sixth Form MRS M J JEFFERY, B.A. Hons (Kent), PGCE (Norwich), NPQH

Quality of Service MRS H PENNINGTON, B.Sc Hons (Durham), PGCE (Cambridge) NPQH



Appendix II – The School Staff

| TEACHING STAFF: | * = Head of Department or Teacher Responsible for Subject F = Head of Faculty + = Part Time | |
|------------------------|---|--|
| MR G P ADAMS | B.Sc Hons/Q.T.S. (Brunel) | Geography/IT/HEAD OF YEAR 11 |
| MRS A J AITCHESON | B.Sc (Edinburgh) T.C. (Moray House Coll. of Ed.) Inst of Linguists | CAREERS/Geography |
| MISS K ASHMORE | B.A. Hons (York) PGCE (London) | English |
| F* MRS A J BARNES | B.A. Hons (Birmingham) PGCE (London) | MODERN LANGUAGES |
| * MRS M G BARNES | Cert. Ed. (King Alfred's College of Education) CPP Literacy | LEARNING SUPPORT |
| + MRS L C BEAN | B.A. Hons (Wales) PGCE (Kent) | English |
| F*MR S J BEAN | B.Mus. Hons (Cardiff) PGCE (Reading) | ARTS FACULTY/Music |
| MR P M BELLAS | T.C. (Shoreditch) | Senior Teacher (School Effectiveness) /Whole-School ICT/Design Technology |
| MRS S BLOOMFIELD | B.A. Hons (Oxon) PGCE (Bristol) | English HEAD OF SIXTH FORM |
| MR S N BIRKETT | B.Ed Hons (Plymouth) | PE/Second in Faculty/ Assistant head of Year 9 |
| MR R BOND | B.Sc Hons (Bristol) PGCE (Brighton) | Mathematics |
| + MRS S BOWES | B.A. Hons (Cambridge) PGCE (London) M.A. (Brighton) | Economics/Duke of Edinburgh Co-ordinator |
| MR T BURNS | B.Mus. Hons (Kingston) PGCE (Kingston) | Music/Assistant head of Year 9 |
| MISS C E BUTLER | B.A. Hons (Nottingham) PGCE (Cheltenham & Gloucester) | German/Spanish |
| MISS P CHARLES | B.A. Hons (Wales) PGCE (Exeter) | PE |
| + MRS C COOPER | B.Sc. Hons (Portsmouth) PGCE Portsmouth | Science |
| * MRS H COOPER-BURROWS | B.A. Hons (West Surrey College) PGCE (Middx) | TEXTILES/YEAR 7 LEADER |
| MR J CRAIG | B.Sc Hons (Bristol) MSc (London) PGCE (Canterbury) | Science |
| MR C S CROSSLEY | B.Sc. Hons (Nottingham Trent) PGCE (St Mary's University College) | Science |
| + MRS M J CROWE | B.A. (Leicester), M.A. (Kingston) | Business Studies |
| MR L CUDJOE | GTP | French |
| MRS C DANNATT | B.Ed. Hons (Brighton) | PE/HEAD OF YEAR 10 |
| F MR I DANILEWICZ | B.Sc. Hons (CNNA) PGCE (Nottingham Trent) | Chemistry/DIRECTOR OF SCIENCE (Community) |
| + MRS J EGLIN | B.Sc Hons (Warwick) PGCE (York) | Biology |
| + MRS R ELLWOOD | B.A. Hons (Leeds) PGCE (Institute of Education) | Art |



Appendix II – The School Staff

| | | |
|--------------------------|---|--|
| * MISS A M EVERALL | B.A. Hons (Manchester) PGCE (Chichester) | History/HEAD OF YEAR 8 |
| MR D A EVERSON | B.Sc Hons (Southampton) PGCE (London) | Key Stage 4 Co-ordinator/Science/Physics |
| + MRS M FELLOWES-FREEMAN | Cert. Ed. (Nonington Coll. of PE) | Learning Support |
| F*MR A R FEWSTER | M.A. (O.U.) B.Sc Hons PGCE (Brunel) | DESIGN & TECHNOLOGY/ Internal Exams |
| + MRS M K FRY | Cert. Ed. (I.M. Marsh College of Physical Education) CPP Literacy | Learning Support |
| MISS J GARDNER | B.Sc Hons (Leeds) PGCE (Huddersfield) | Science |
| MRS F GILBERT | M.A. & B.A. Hons – Oxford B.Sc (Open University) PGCE – Open University | Mathematics |
| MR D GOUT | B.A. Hons (Kingston) PGCE (Surrey) | English/Assistant Head of Sixth Form |
| + MRS A GROOM | B.A. Hons (Greenwich) Cert. Ed (Brooklands) | DT |
| + MS E J HAMILTON | B.A. Hons & M.Phil (London) | Modern Languages |
| MISS K HANCOCK | B.Sc Hons (Bath) Cert. Ed. (Bath) | Mathematics |
| MISS S E HOLLIDAY | M.A. MEng PGCE (Cantab) | Mathematics |
| * MS J M HUMPHREY | B.A. Hons (Hull) PGCE (Leeds) | SPANISH/Modern Languages |
| MRS T HART | B.A. (Liverpool) PGCE (London) | Design & Technology Food/Textiles |
| + MRS C JARVIS | B.A. (Oxford Brookes) M.Sc. (Surrey) PGCE (Surrey) | History/Psychology |
| MISS N JOEL | B.A. Hons (Surrey) PGCE (London) | Religious Education |
| DR R JOLLY | B.Sc Hons (Bristol) Phd (Birmingham) PGCE (London) | Science |
| MISS C JONES | B.A. Hons (Wales) PGCE (Wales) | Modern Languages |
| MR C JONES | B.A. Hons (Teesside) PGCE (Brighton) | Design Technology |
| * MRS S KNIGHT | B.Sc. Hons PGCE (Surrey) | SOCIAL SCIENCES/ Sociology & Psychology |
| * MR N KREBS | B.Sc. Hons (Swansea) PGCE (Brunel) | GEOGRAPHY/GEOLOGY |
| MR O N LANE | B.A. Hons (Lancaster) M.A. (Sussex) PGCE (Brighton) | Religious Studies/Politics |
| + MRS V LANGEN | B.A. History and B.A. Ed (South Africa) | History |
| F* MR A C LAVER | B.Sc Hons (Brunel) PGCE (Trent) | PHYSICS/HEAD OF SCIENCE |
| + MRS A LEARMONT | B.A. Hons (East Anglia) PGCE (Surrey) | Media Studies/Sociology |
| + MRS J LINDSELL | B.A. Hons (University of Lancaster) PGCE (Bangor) | History/Politics |
| +MRS J LUFKIN | B.A. (Trier, Germany) PGCE (Kingston) | German/French |
| MR R MAHER | B.Sc. Hons (Kingston) PGCE (Sussex) A.M.I.M.A | Mathematics |



Appendix II – The School Staff

| | | |
|---------------------|--|--|
| MR S MANLEY | B.Sc. Hons (St Mary's University) PGCE (Brunel) | PE/Assistant Head of Year 8 |
| F MR S MARYAN | B.A. (Kingston) PGCE (Reading) | HUMANITIES/History |
| + MRS G F MCCARTHY | B.A. Hons (Kingston) PGCE (Roehampton) | English |
| MISS H MASKELL | B.A. Hons (Aberystwyth) PGCE (Aberystwyth) | Drama |
| MR S MCKITRICK | M.A. (Leeds) PGCE (Liverpool) | Design & Technology |
| MISS K MERRICK | B.A. Hons (Bournemouth) PGCE (London) | Design Technology Food/Textiles |
| * MISS K L MITCHELL | B.A. Education Hons (UWIC) | DRAMA/Assistant Head of Year 11 |
| MISS J L MORTIMER | B.A. Hons (Sheffield) PGCE (Cambridge) | English/2nd in Faculty |
| MR E MOTT | B.A. Hons (Leeds) GTP | Drama |
| * MR C NAYLOR | Cert. Ed (NE Wales Inst.) | ICT |
| + MR R NESBITT | B.Sc. Hons (UMIST) PGCE (Goldsmiths College, London) | Mathematics |
| MR J NEWSOME | B.A. Hons (Lancaster) PGCE (Canterbury) | Politics, Citizenship & Other Subjects |
| MRS M E NIMA | B.A. Hons (Liverpool) M.A. Drama PGCE (Surrey) | English |
| *+ MRS E C OWEN | B.A. Hons (Camberwell School of Art) PGCE (London Inst. of Education) | ART |
| MISS J ORR | B.A. Hons (Glasgow) PGCE (Roehampton) | Business Studies |
| MISS C PAGE | B.A. Hons (Chester) PGCE (Reading) | Art & Drama |
| + MRS E PARTON | B.A. Hons (Leeds) PGCE (London) | English |
| MISS S PERCY | B.Sc Hons (Exeter) PGCE (Canterbury) | ICT |
| + MRS L PERRY | B.Sc. Hons (Birmingham) PGCE (Birmingham) | Science |
| MISS J PETERSON | B.Sc (USA) PGCE (USA) | Science |
| MISS B ROBERTS | B.A. Hons (Wimbledon School Art) PGCE (Roehampton) | Art |
| MRS T ROBERTS | B.Sc. Hons (Birmingham) PGCE (Nottingham) | CHEMISTRY/Deputy Head of Science |
| F* MISS O ROCHELLE | B.Ed. Hons (St Mark & St John) | PE |
| F MRS D ROUSE | B.Eng. Hons (Loughborough) PGCE (Oxford Brookes) | MATHEMATICS |
| +MISS M SANDERS | B.A. Hons (London) PGCE (London) | Religious Education |
| MISS H SAYERS | M.Eng (Imperial College, London) PGCE (St Mary's College, London) | Mathematics |
| MISS L SHINKINS | B.Sc (Reading) PGCE (Bath) | Science |
| + MISS J SMITH | B.Sc. Hons (Manchester) PGCE (De Montfort) | Art/Textiles |
| * MR R SPENCER | B.A. Hons (Bristol) PGCE (Sussex) | FRENCH |



Appendix II – The School Staff

| | | |
|----------------------|--|---|
| F* MISS J SPIRES | B.Ed. (Nottingham Trent) | BUSINESS STUDIES |
| MISS C STACEY | B.A. Hons (Exeter) PGCE (Oxford) | French & Spanish |
| MRS S STANTON | B.Sc. Hons (Surrey) PGCE (Surrey) | Mathematics/HEAD OF YEAR 9 CITIZENSHIP |
| + MISS S STEAD | B.A. Hons (Surrey) PGCE (Brunel) | English |
| MRS B A STOCKLEY | B.A. Hons (Sheffield) PGCE (London) | Modern Languages |
| MR S TAYLOR | M.A. (Oxon) PGCE (Roehampton) | HISTORY/Politics Acting Assistant Head of Sixth Form |
| * MR P TAYLOR PEACE | B.A. Hons (Brunel) PGCE (Roehampton) | English/MEDIA STUDIES |
| MRS H TAYLOR-VOORN | B.Sc Hons (London) PGCE (London) | Geography/House Co-ordinator |
| + MRS H THEOPHANATOS | M.A. Hons (Glasgow) PGCE (Jordanhill College) | English |
| F MRS H THOMPSON | B.Ed Hons (Southlands College of Education) | ENGLISH/(Acting) |
| *+MRS J S THORP | M.A. (Cantab) PGCE (Cantab) | Latin/Classical Civilisation/French |
| MR R TOMLIN | B.Sc. Hons (Brunel) PGCE (Brunel) | PE |
| +MRS S TOWNSEND | B.A. Hons (Reading) PGCE (Oxford) | History |
| MRS C UPTON | B.Sc. Hons (Imperial College, London) PGCE (Kingston) | BIOLOGY/Deputy Head of Science |
| MRS B WALKER | B.Sc. Hons (Cardiff) PGCE (Roehampton Inst.) | Food Technology |
| MRS E S WALKER | B.Sc. Hons (Warwick) PGCE Bath | Mathematics/ Acting Head of Sixth Form |
| MISS A WELSH | B.Sc. Hons (Loughborough) PGCE (Southampton) | Science |
| MRS G WHITE | B.A. Hons (Leeds) PGCE (Lancaster) | Modern Languages/ Best Practice Co-ordinator |
| +MRS C WILLIS | Cert. Ed. (Coventry Coll.) | Learning Support Teacher |

MODERN LANGUAGE ASSISTANTS

| | |
|---------------|---------|
| MR A GIRAUD | French |
| MS S BEHRENDT | German |
| MS M DE SANDE | Spanish |

LEARNING SUPPORT STAFF

| | |
|--------------|-------------------------|
| MRS R BAKER | Special Needs Assistant |
| MRS H BAYES | Special Needs Assistant |
| MISS C NASH | Special Needs Assistant |
| MRS S TULL | Special Needs Assistant |
| MRS S WALKER | Special Needs Assistant |
| MRS C WILLIS | Special Needs Assistant |

YEAR/BEHAVIOUR MANAGER

| | |
|----------------|----------------|
| MRS L STONEHAM | YEAR 7 MANAGER |
|----------------|----------------|



Appendix II – The School Staff

Support Staff

| | |
|-------------------|--|
| MRS J MOORE | Finance Manager |
| MRS A PELLING | Human Resources Assistant |
| MRS M BIDDLECOMBE | Human Resources Assistant |
| MRS S ERICSSON | Finance Officer |
| MRS J JEFFERIS | Finance/Administrative Assistant |
| MRS E JOHNSON | School Fund Administrator/Charitable Trust Administrator |
| MRS C TAYLOR | Finance Assistant |
| MRS J WORSFOLD | Finance Assistant/Community Sports Centre Administrator |
| MRS M WRIGHT | Examinations/Student Services Administrator |
| MRS L KNIGHT | Student Admissions Officer/School Secretary |
| MRS N KENNARD | Facilities Manager |
| MRS E SANSOM | Headteacher's PA/Office Manager |
| MRS S MANHIRE | Personal Assistant to SMT/ Main Office Manager |
| MRS A ASHCROFT | School Secretary |
| MRS E F BAILEY | School Secretary |
| MRS A COBB | School Secretary |
| MRS S DEL MEDICO | School Secretary |
| MRS P DAWE | Receptionist |
| MRS A BALDOCK | Student Services/Examinations Manager |
| MRS K MASKELL | Student Services Administrative Assistant |
| MRS D STAFFORD | Reports Administrator |
| MISS Y BREMER | Attendance & Cover Administrator |
| MRS P VIBERT | Cover Supervisor |
| MRS F BACON | Cover Supervisor |
| MR ST GILES | Library and Resource Centre Manager |
| MRS E DOWDING | Library and Resource Centre Assistant |
| MRS C THOMAS | Library and Resource Centre Assistant |
| MR D MONK | Senior Science Technician |
| MRS E ANDERSON | Science Technician |
| MRS C ACQUAVIVA | Science Technician |
| MRS S BARKE | Science Technician |
| MRS A HOUSLANDER | Science Technician |
| MRS H OVERELL | Science Technician |
| MR P MEEK | Science Technician |
| MRS S ABERDEEN | Art, Food & Textiles Technician |
| MR ST HOLMES | Faculty Support Assistant |
| MRS A HULETT | Faculty Support Assistant |
| MR T DUCKMANTON | ICT Technician |
| MR P BOLTON | ICT Technician |
| MR J NUTTALL | ICT Technician |
| MR J SPENCER | ICT Technician |
| MR M SUMNER | Design and Technology Technician |
| MR M SCOVELL | Design and Technology Technician |
| MR D STOVES | Intranet/Website Co-ordinator |
| MR S MITCHELL | Caretaker |
| MR G DEAN | Handyman/Relief Caretaker |
| MISS C FAIDT | Community Sports Centre Manager |



Appendix III – Aims of the School

"Bringing out the best"

We aim:

- to develop self-esteem in all students
- to challenge all students to achieve their best
- to encourage positive behaviour, individual responsibility and ambition
- to provide a happy, safe, caring and inclusive environment that values each individual and promotes respect and consideration for others
- to prepare students to become confident and responsible citizens
- to provide a broad and balanced curriculum to meet the needs of all students including their personal, social and spiritual development

How are these aims to be achieved?

Essentially, cognitive skills will be developed through the formal curriculum. Implicit within their development should be a sense of the enjoyment and fulfilment associated with the whole learning process. Other skills will be cultivated partly through the formal curriculum, partly by the system of pastoral care in the school, and partly by the whole ethos and expectations of the school.



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Appendix IV – Academic Year

2006–2007 (Provisional Dates)

Autumn Term 2006

| | |
|-------------|--|
| Term begins | Monday 4th September |
| Half-term | Monday 23rd October to Friday 27th October |
| End of term | Friday 15th December |

Spring Term 2007

| | |
|-------------|--|
| Term begins | Wednesday 3rd January |
| Half-term | Monday 12th February to Friday 16th February |
| Term ends | Friday 30th March |

Summer Term 2007

| | |
|-------------|------------------------------------|
| Term begins | Monday 6th April |
| Half-term | Monday 28th May to Friday 1st June |
| Term ends | Wednesday 25th July |

Please note: five of the above days will be used for Staff Training and the school will be closed to pupils.

Appendix V –

Behaviour for Learning

At Howard of Effingham School, we want you to get the very best out of the learning opportunities that we can offer you. We have therefore agreed upon the following points that you can expect in EVERY lesson you attend in the school. These are what we expect from you, and are the basis of the good behaviour that is essential for us to be able to teach you, and for you to be able to learn properly.

- As you arrive for lessons, the teacher will greet you at the door, and check your uniform as you enter. An orderly start to the lesson is essential for you to learn effectively
- The teacher will decide upon the seating plan, which will normally be boy/girl. This plan will be the same for that subject every lesson. Although you may not like this at first, it has been proved that you often learn best if you sit away from your friends
- When you enter the classroom, stand behind your chair, and sit down when invited by the teacher to do so. Showing good manners at the start leads to an orderly environment in which you will be able to learn effectively
- You MUST arrive on time for lessons. If you arrive late without a good reason, “L” will be written in your planner. Learning to be on time is a very important lesson for everyone
- You will not be allowed to leave the lesson for any reason, so make sure you have been to the toilet beforehand. Leaving a classroom partway through a lesson is very disruptive to your learning
- Teachers will do everything possible to be fair to everyone in the way in which they give out rewards, and apply sanctions (ie punishments). If you show fairness and respect to teachers, they will show the same to you
- You must have your planner out every lesson, and keep it up to date. It is a very useful tool to aid your learning, to help you organise your work, and to keep to deadlines
- At the start of every lesson, the teacher will write on the board what you will learn during that lesson (ie the “lesson objectives”). This will help you in understanding why you are doing the various tasks
- Every teacher will take a register at some stage during every lesson. A good record of attendance is essential, and says a lot about you as a person
- At the end of every lesson, the teacher will set aside a bit of time to look back over the lesson and summarise what you have learned. (This is sometimes called a “plenary”) This is helpful in making you realise what you have learned, and how it fits in with other work
- At the end of each lesson, you must pack away when told, and stand behind your chair until dismissed. Your uniform will be checked again. A well ordered end to the lesson puts the finishing touches to your learning



Appendix VI – School/Home Agreement

All parents and students sign a copy of this Agreement before the student enters the school. It was drawn up by parents, students, staff and governors as an expression of the responsibility we share for the effective education of our children and students.

The Agreement describes the working partnership we seek to build between the school, students and parents. Please read this with your son or daughter.

Vision Statement

Howard of Effingham School will excel at bringing out the best in students of all abilities for their future success and fulfilment.

The school will therefore aim to provide:

- High quality challenging teaching for all students in a full range of subjects;
- Support and advice for students and clear lines of communication with parents;
- A full programme of clubs and activities;
- A safe, orderly environment which encourages study;
- Opportunities for leadership and responsibility.

Students should aim to:

- Approach school with a positive attitude to study;
- Be punctual, properly equipped and up to date with school work;
- Show respect for others and for school property and buildings;
- Show high standards of behaviour, self-discipline and appearance (as set out in the Student Planner);
- Take the opportunity to become involved in school activities (e.g. sport, drama, music, house activities).

Parents should aim to:

- Provide your child with a quiet, suitable place in which to complete homework and check and sign the Student Planner weekly;
- Ensure your child's full attendance at school (except in the case of ill health), and provide an absence note on the day of return;
- Be fully aware of the school rules and support the school in matters of discipline, (e.g. if after-school detentions are necessary);
- Ensure that your child leaves home each day complying with the school rules on uniform and appearance and with the correct books and equipment;
- Support your child through attending Parents' Evenings and taking part in Parent Teacher Association events whenever possible.



Appendix VII – School Uniform

The uniform is an important part of being a student at Howard of Effingham School. Our expectations of the students' appearance must remain high at all times.

All pupils are expected to wear the full school uniform and no deviation from the prescribed garments can be permitted. There is a 'Turnabout' service for the sale and purchase of second-hand uniform items.

GIRLS – Essential Items

- Black BLAZER with school badge
- HOUSE TIE
- Grey SKIRT style SSK 196 within 4cm of the knee.
OR
- Grey TROUSERS style 3826 which are only available through school suppliers
- Plain white button-through SHIRT with collar as for the boys. (A sports shirt in knitted cotton fabric is not suitable nor are loose styles in unpressed fabric)
- Black leather SHOES, not suede or canvas. Boots are not permitted, nor are trainers, except for P.E. lessons
- Plain white KNEE or ANKLE SOCKS, or natural coloured or plain black TIGHTS
- HOLDALL/BRIEFCASE/RUCKSACK for carrying books.
- Reversible Black School Fleece with school logo and showerproof lining

Optional Items

- Plain black V-neck FINE MACHINE KNIT PULLOVER, with school badge (available only through school)
- A plain black scarf – football and similar scarves are discouraged
- Art OVERALL – e.g. an old shirt

Physical Education (Compulsory)

- Plain black RUGBY JERSEY
- Plain black pleated SKIRT
- Plain black ATHLETICS BRIEFS/CYCLING SHORTS
- Plain white collared T-SHIRT
- Plain black FOOTBALL/HOCKEY SOCKS
- TRAINERS AND STUDED BOOTS

BOYS – Essential Items

- Black BLAZER with school badge
- HOUSE TIE
- Plain white formal style SHIRT. (A sports shirt in knitted cotton fabric is not suitable nor are loose styles in unpressed fabric)
- Black formal style TROUSERS in worsted or equivalent fabric, with crease
- Black leather SHOES, not suede or canvas. Boots are not permitted, nor are trainers except for PE lessons
- Plain black or grey SOCKS
- HOLDALL/BRIEFCASE/RUCKSACK for carrying books.
- Reversible Black School Fleece with school logo and showerproof lining

Optional Items

- Plain black V-neck FINE MACHINE KNIT PULLOVER, with school badge (available only through school)
- A plain black scarf – Football and similar scarves are discouraged
- Art OVERALL – e.g. an old shirt

Physical Education (Compulsory)

- Plain black RUGBY JERSEY
- Plain black SHORTS
- Plain white FOOTBALL SOCKS
- Plain white collared T-SHIRT
- TRAINERS
- FOOTBALL BOOTS
- SHIN PADS



ALL CLOTHING MUST BE CLEARLY NAMED

Parents are respectfully requested to ensure that garments listed as "plain" should be unpatterned and bear **no logo or motif** unless it is the school badge.

Appendix VII – School Uniform

UNIFORM LIST

All uniform is available from: G and M Leisure, Fetcham, Ray Lewis Sport, Bookham and Unismart, Cobham

PE kit is available from: Ray Lewis Sport.

Ties, badges, pullovers and Physical Education kit can be obtained from school. Most items of school uniform are obtainable from major chain stores.

Notes on Appearance

No jewellery is permitted except for a wrist watch. However if girls choose to wear earrings, one pair of small plain stud earrings, one stud in each ear, only in the lobe, is permissible. Earrings for boys are not permissible.

- Hair accessories should be black
(Parents are respectfully requested to ensure that neither boys nor girls adopt any extreme fashion in hairstyle e.g. close cropped hair should not be shorter than a grade 2 and hairbraiding or tramlines are not permissible)
- If girls choose to wear make-up it must be subtle and discreet
- Outdoor coat, if required should be the school fleece, which is a black reversible fleece with a school logo and showerproof lining.
- Shirts must be tucked in at all times

Sixth Form Appearance

Sixth Form students are influential and valued members of the whole school community. This should be reflected by their appearance, which, while allowing individuality, should be sensible and suitable for a working environment, demonstrating a degree of professionalism and consideration for others. Therefore, a student's appearance should not cause distraction, discomfort or offence, nor should it reduce the school's image in the eyes of the community. Low-cut tops, short skirts, bare midriffs and shorts worn considerably above the knee, for example, would be deemed inappropriate, as would shaved heads, and all piercing except for earrings. In all cases, the decision of the Head or Director of Sixth Form shall be final.



Appendix VIII – Examination Results

2005 GCSE RESULTS ACHIEVED BY PUPILS AGED 15+

Total:239 – 113 Male 126 Female.

Based on all students in school population who were on roll 20.01.05.

NATIONAL CURRICULUM

| CORE SUBJECTS | A* | A | B | C | D | E | F | G | U | Ent |
|--------------------|----|----|----|----|----|----|----|---|---|-----|
| ENGLISH | 17 | 56 | 55 | 59 | 27 | 9 | 6 | 3 | 2 | 236 |
| ENGLISH LIT. | 7 | 19 | 60 | 61 | 56 | 15 | 4 | 2 | 3 | 228 |
| MATHS | 21 | 37 | 70 | 55 | 29 | 6 | 3 | 0 | 1 | 222 |
| SCIENCE: DOUBLE | 58 | 54 | 76 | 94 | 66 | 36 | 20 | 6 | 6 | 416 |
| SCIENCE: BIOLOGY | 5 | 5 | 8 | 3 | 4 | 0 | 0 | 0 | 1 | 26 |
| SCIENCE: CHEMISTRY | 8 | 3 | 4 | 5 | 4 | 1 | 0 | 0 | 1 | 26 |
| SCIENCE: PHYSICS | 9 | 2 | 8 | 4 | 3 | 0 | 0 | 0 | 0 | 26 |

OTHER SUBJECTS

| | | | | | | | | | | |
|---------------------------|-----|-----|-----|-----|-----|-----|----|----|----|------|
| ART | 13 | 14 | 18 | 17 | 5 | 1 | 0 | 0 | 0 | 68 |
| BUSINESS STUDIES | 4 | 11 | 14 | 11 | 10 | 10 | 1 | 1 | 0 | 62 |
| CHILD DEVELOPMENT | 0 | 1 | 4 | 4 | 3 | 2 | 0 | 0 | 0 | 14 |
| D & T: ELECT. PRODUCTS | 1 | 1 | 4 | 3 | 0 | 2 | 0 | 1 | 1 | 13 |
| D & T: GRAPHIC PRODUCTS | 11 | 15 | 7 | 6 | 1 | 0 | 0 | 0 | 1 | 41 |
| D & T: RMT | 2 | 13 | 6 | 7 | 1 | 1 | 0 | 0 | 1 | 31 |
| D & T: TEXTILE TECHNOLOGY | 21 | 10 | 5 | 4 | 9 | 0 | 1 | 0 | 0 | 50 |
| DRAMA/THEATRE ARTS | 8 | 19 | 23 | 12 | 4 | 1 | 0 | 0 | 0 | 67 |
| FRENCH | 19 | 28 | 12 | 18 | 13 | 3 | 0 | 0 | 0 | 93 |
| GEOGRAPHY | 34 | 21 | 14 | 19 | 12 | 1 | 2 | 0 | 0 | 103 |
| GERMAN | 4 | 23 | 13 | 17 | 8 | 2 | 0 | 0 | 0 | 67 |
| HISTORY | 20 | 25 | 18 | 13 | 8 | 5 | 8 | 1 | 0 | 98 |
| INFORMATION TECHNOLOGY | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| LATIN (SCP) | 0 | 3 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 9 |
| MUSIC | 0 | 4 | 11 | 9 | 1 | 0 | 1 | 0 | 0 | 26 |
| PHYSICAL EDUCATION | 5 | 16 | 12 | 11 | 14 | 1 | 1 | 0 | 0 | 60 |
| SPANISH | 1 | 13 | 20 | 15 | 19 | 11 | 1 | 1 | 0 | 81 |
| STATISTICS | 2 | 7 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| ALL STUDENTS | 270 | 400 | 468 | 450 | 297 | 107 | 48 | 15 | 17 | 2075 |

GCSE SHORT COURSES

| | A* | A | B | C | D | E | F | G | U | |
|------------------------|----|----|-----|-----|----|----|----|----|---|-----|
| RELIGIOUS STUDIES | 19 | 53 | 57 | 59 | 16 | 10 | 8 | 5 | 1 | 230 |
| INFORMATION TECHNOLOGY | 0 | 17 | 53 | 73 | 42 | 16 | 8 | 6 | 5 | 223 |
| ALL STUDENTS | 19 | 70 | 110 | 132 | 58 | 26 | 16 | 11 | 6 | 453 |

POINTS PER STUDENT = 419.2

SUMMARY OF GCSE RESULTS ACHIEVED BY PUPILS AGED 15+

| NO. OF PUPILS | Entered for 5+ GCSEs | Achieving 5+ A*-C | Achieving 5+ A*-G | Entered for 1+ GCSEs | Achieving 1+ A*-G | Achieving no passes |
|------------------|----------------------|-------------------|-------------------|----------------------|-------------------|---------------------|
| School 239(100%) | 233 (97.5%) | 179 (74.9%) | 229 (95.8%) | 237 (99.2%) | 234 (97.9%) | 5 (2.1%) |
| LEA (2004) | - | 58.6% | 91.2% | - | 96.5% | 3.5% |
| England (2003) | - | 53.7% | 88.8% | - | 88.8% | 4.1% |



Appendix VIII – Examination Results

2005 GCE A LEVEL EXAMINATION RESULTS BY EACH SUBJECT ACHIEVED BY PUPILS IN YEAR GROUP 13

Total:152 – Male 67 Female 81

| | A | B | C | D | E | N | U | X | Ent |
|------------------------|-----|-----|-----|----|----|---|----|---|-----|
| ART | 2 | 4 | 1 | 1 | 0 | 0 | 0 | 0 | 8 |
| BIOLOGY | 9 | 7 | 5 | 4 | 4 | 0 | 2 | 0 | 31 |
| BUSINESS STUDIES | 0 | 7 | 12 | 2 | 1 | 0 | 0 | 0 | 22 |
| CHEMISTRY | 5 | 2 | 2 | 1 | 0 | 0 | 1 | 0 | 11 |
| DESIGN COMMS. | 4 | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 10 |
| ECONOMICS | 3 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 9 |
| ENGLISH | 13 | 12 | 9 | 2 | 0 | 0 | 0 | 0 | 36 |
| FASHION TEXTILES | 0 | 6 | 4 | 0 | 0 | 0 | 0 | 0 | 10 |
| FRENCH | 1 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 5 |
| GENERAL STUDIES | 2 | 2 | 3 | 3 | 3 | 0 | 1 | 0 | 14 |
| GEOGRAPHY | 7 | 8 | 10 | 2 | 1 | 0 | 0 | 0 | 28 |
| GERMAN | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 4 |
| GOVT. & POLITICS | 3 | 11 | 4 | 8 | 2 | 0 | 0 | 0 | 28 |
| HISTORY | 11 | 21 | 7 | 5 | 0 | 0 | 0 | 0 | 44 |
| INFORMATION TECHNOLOGY | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 3 |
| MATHEMATICS | 9 | 6 | 4 | 1 | 6 | 0 | 2 | 0 | 28 |
| MATHEMATICS FURTHER | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| MEDIA STUDIES | 10 | 7 | 12 | 2 | 4 | 0 | 3 | 0 | 38 |
| MUSIC | 2 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 4 |
| PE EXAM | 5 | 5 | 5 | 3 | 2 | 0 | 0 | 0 | 20 |
| PHYSICS | 5 | 0 | 2 | 4 | 3 | 0 | 0 | 0 | 14 |
| PSYCHOLOGY | 7 | 6 | 5 | 3 | 2 | 0 | 1 | 0 | 24 |
| REL. STUDIES | 6 | 5 | 3 | 3 | 1 | 0 | 0 | 1 | 19 |
| SOCIOLOGY | 4 | 10 | 5 | 5 | 1 | 0 | 2 | 0 | 27 |
| SPANISH | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| TECH. PROD. DES | 3 | 1 | 1 | 3 | 2 | 0 | 0 | 0 | 10 |
| THEATRE STUDIES | 3 | 6 | 8 | 1 | 0 | 0 | 0 | 0 | 18 |
| ALL STUDENTS | 121 | 138 | 109 | 57 | 33 | 1 | 12 | 1 | 472 |



Appendix VIII – Examination Results

2005 GCE AS LEVEL EXAMINATION RESULTS ACHIEVED BY STUDENTS IN YEAR GROUP 13 AGED 17 & 18 AT THE END OF THEIR SECOND YEAR OF STUDY

| GCE AS LEVEL RESULTS | A | B | C | D | E | N | U | X | Ent |
|-------------------------|----|----|----|----|----|---|----|---|-----|
| Art | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 2 |
| Biology | 1 | 2 | 2 | 6 | 1 | 0 | 3 | 0 | 15 |
| Business Studies | 2 | 5 | 5 | 6 | 2 | 0 | 3 | 0 | 23 |
| Chemistry | 0 | 0 | 2 | 3 | 0 | 0 | 0 | 0 | 5 |
| Design Communications | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 3 |
| Design Technology | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 2 |
| Economics | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| English | 1 | 2 | 2 | 2 | 1 | 0 | 0 | 0 | 8 |
| Fashion Textiles | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 4 |
| Further Mechanic | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| General Studies | 1 | 0 | 0 | 3 | 1 | 0 | 1 | 0 | 6 |
| Geography | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 4 |
| German | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 4 |
| Govt. & Politics | 2 | 2 | 1 | 2 | 3 | 0 | 1 | 0 | 11 |
| History | 1 | 1 | 5 | 2 | 3 | 0 | 0 | 0 | 12 |
| IT | 0 | 0 | 1 | 1 | 1 | 0 | 3 | 0 | 6 |
| Mathematics | 0 | 1 | 2 | 0 | 0 | 0 | 4 | 0 | 7 |
| Maths Stats | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Mechanics | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Media Studies | 0 | 0 | 0 | 4 | 1 | 0 | 0 | 0 | 5 |
| PE EXAM | 1 | 0 | 1 | 2 | 1 | 0 | 0 | 0 | 5 |
| Physics | 1 | 2 | 0 | 2 | 0 | 0 | 1 | 0 | 6 |
| Psychology | 2 | 1 | 0 | 2 | 3 | 0 | 5 | 0 | 13 |
| Rel. Studies | 1 | 2 | 0 | 0 | 0 | 0 | 1 | 2 | 6 |
| Sociology | 0 | 1 | 0 | 0 | 2 | 0 | 2 | 0 | 5 |
| Spanish | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Theatre Studies / Drama | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| All Students | 17 | 26 | 26 | 41 | 22 | 0 | 25 | 2 | 159 |



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SUMMARY OF GCE A/AS EXAMINATION RESULTS FOR PUPILS IN YEAR GROUP 13

No. of pupils in relevant Year Group: 148

| | 0–60 points | 61–119 points | 120–180 points | 181–239 points | 240–300 points | 301–359 points | 360+ points | Average score per candidate |
|---------|-------------|---------------|----------------|----------------|----------------|----------------|-------------|-----------------------------|
| Percent | 2.0 | 3.4 | 7.4 | 10.8 | 29 | 15.5 | 31.8 | 303 |
| Number | 3 | 5 | 11 | 16 | 43 | 23 | 47 | - |

Appendix VIII – Examination Results

Comparative Report: HOWARD OF EFFINGHAM SCHOOL

SUMMARY OF THE NATIONAL CURRICULUM ASSESSMENT RESULTS OF PUPILS IN THE SCHOOL (2005) AND NATIONALLY (2004) AT THE END OF KEY STAGE 3, as a % of those eligible for assessment.

TASK AND TEST RESULTS: Percentage at each level

| | | Dis. | Ab. | B | N | 2 | 3 | 4 | 5 | 6 | 7 | 8 | EP | 5+ |
|-------------|-----------------|------|-----|---|---|---|---|----|----|----|----|----|----|----|
| English | School: Boys | 0 | 5 | 0 | 1 | | 0 | 10 | 35 | 36 | 13 | 0 | 0 | 84 |
| | School: Girls | 0 | 2 | 0 | 2 | | 0 | 4 | 24 | 29 | 39 | 0 | 0 | 92 |
| | School: B/G | 0 | 3 | 0 | 1 | | 0 | 8 | 30 | 33 | 26 | 0 | 0 | 88 |
| | National: Boys | 0 | 4 | 9 | 4 | | 0 | 18 | 37 | 20 | 7 | 0 | 0 | 64 |
| | National: Girls | 0 | 4 | 5 | 2 | | 0 | 12 | 37 | 28 | 13 | 0 | 0 | 77 |
| | National: B/G | 0 | 4 | 7 | 3 | | 0 | 15 | 37 | 24 | 10 | 0 | 0 | 71 |
| Mathematics | School: Boys | 0 | 5 | 0 | 0 | 0 | 0 | 5 | 12 | 30 | 37 | 11 | 0 | 90 |
| | School: Girls | 0 | 2 | 0 | 0 | 0 | 3 | 5 | 13 | 31 | 32 | 14 | 0 | 90 |
| | School: B/G | 0 | 4 | 0 | 0 | 0 | 1 | 5 | 12 | 31 | 34 | 13 | 0 | 90 |
| | National: Boys | 0 | 3 | 2 | 1 | 0 | 7 | 15 | 20 | 28 | 19 | 5 | 0 | 72 |
| | National: Girls | 0 | 3 | 1 | 1 | 0 | 6 | 14 | 22 | 30 | 19 | 3 | 0 | 74 |
| | National: B/G | 0 | 3 | 2 | 1 | 0 | 7 | 14 | 21 | 29 | 19 | 4 | 0 | 73 |
| Science | School: Boys | 0 | 4 | 0 | 0 | 0 | 1 | 3 | 19 | 40 | 33 | 0 | 0 | 92 |
| | School: Girls | 0 | 2 | 0 | 0 | 0 | 4 | 7 | 18 | 37 | 32 | 0 | 0 | 87 |
| | School: B/G | 0 | 3 | 0 | 0 | 0 | 2 | 5 | 19 | 38 | 33 | 0 | 0 | 90 |
| | National: Boys | 0 | 4 | 2 | 2 | 0 | 6 | 21 | 31 | 23 | 11 | 0 | 0 | 65 |
| | National: Girls | 0 | 3 | 1 | 1 | 0 | 5 | 21 | 33 | 24 | 11 | 0 | 0 | 67 |
| | National: B/G | 0 | 4 | 2 | 1 | 0 | 6 | 21 | 32 | 24 | 11 | 0 | 0 | 66 |

TEACHER ASSESSMENT: Percentage at each level

| | | Dis. | Ab. | W | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | EP | 5+ |
|-------------|-----------------|------|-----|---|---|---|---|----|----|----|----|----|----|----|
| English | School: Boys | 1 | 1 | 0 | 0 | 0 | 1 | 5 | 44 | 43 | 5 | 0 | 0 | 92 |
| | School: Girls | 1 | 0 | 0 | 0 | 0 | 0 | 4 | 30 | 47 | 18 | 0 | 0 | 95 |
| | School: B/G | 1 | 0 | 0 | 0 | 0 | 1 | 5 | 37 | 45 | 11 | 0 | 0 | 93 |
| | National: Boys | 0 | 1 | 0 | 1 | 2 | 9 | 25 | 36 | 20 | 6 | 0 | 0 | 62 |
| | National: Girls | 0 | 1 | 0 | 0 | 1 | 4 | 17 | 37 | 29 | 11 | 1 | 0 | 77 |
| | National: B/G | 0 | 1 | 0 | 0 | 1 | 6 | 21 | 37 | 24 | 8 | 0 | 0 | 69 |
| Mathematics | School: Boys | 1 | 1 | 0 | 0 | 0 | 0 | 5 | 13 | 39 | 29 | 12 | 0 | 93 |
| | School: Girls | 1 | 0 | 0 | 0 | 0 | 2 | 4 | 15 | 33 | 39 | 6 | 0 | 93 |
| | School: B/G | 1 | 0 | 0 | 0 | 0 | 1 | 5 | 14 | 36 | 33 | 10 | 0 | 93 |
| | National: Boys | 0 | 1 | 0 | 0 | 1 | 7 | 17 | 25 | 25 | 18 | 5 | 0 | 72 |
| | National: Girls | 0 | 1 | 0 | 0 | 1 | 6 | 16 | 26 | 27 | 18 | 4 | 0 | 76 |
| | National: B/G | 0 | 1 | 0 | 0 | 1 | 7 | 17 | 26 | 26 | 18 | 4 | 0 | 74 |
| Science | School: Boys | 1 | 1 | 0 | 0 | 0 | 0 | 6 | 24 | 33 | 35 | 0 | 0 | 92 |
| | School: Girls | 1 | 0 | 0 | 0 | 0 | 1 | 5 | 28 | 33 | 32 | 0 | 0 | 93 |
| | School: B/G | 1 | 1 | 0 | 0 | 0 | 8 | 5 | 26 | 33 | 34 | 0 | 0 | 93 |
| | National: Boys | 0 | 1 | 0 | 0 | 1 | 7 | 20 | 32 | 27 | 10 | 0 | 0 | 69 |
| | National: Girls | 0 | 1 | 0 | 0 | 1 | 6 | 20 | 34 | 28 | 10 | 0 | 0 | 72 |
| | National: B/G | 0 | 1 | 0 | 0 | 1 | 7 | 20 | 33 | 27 | 10 | 0 | 0 | 71 |



Appendix VIII – Examination Results

TEACHER ASSESSMENT: Percentage at each level

| | | Dis. | Ab. | W | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | EP | 4+ | 5+ |
|-------------------------|-----------------|------|-----|---|---|---|----|----|----|----|----|---|----|----|----|
| History | School: Boys | 2 | 0 | 0 | 0 | 0 | 2 | 12 | 48 | 30 | 8 | 0 | 0 | | 86 |
| | School: Girls | 1 | 0 | 0 | 0 | 0 | 0 | 14 | 28 | 32 | 20 | 5 | 0 | | 85 |
| | School: B/G | 1 | 0 | 0 | 0 | 0 | 1 | 13 | 38 | 32 | 13 | 2 | 0 | | 85 |
| | National: Boys | 0 | 1 | 0 | 0 | 2 | 8 | 25 | 35 | 21 | 7 | 1 | 0 | | 63 |
| | National: Girls | 0 | 1 | 0 | 0 | 1 | 5 | 19 | 35 | 26 | 11 | 1 | 0 | | 74 |
| | National: B/G | 0 | 1 | 0 | 0 | 1 | 6 | 22 | 35 | 23 | 9 | 1 | 0 | | 68 |
| Geography | School: Boys | 2 | 0 | 0 | 0 | 0 | 0 | 6 | 38 | 40 | 14 | 0 | 0 | | 92 |
| | School: Girls | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 28 | 45 | 21 | 4 | 0 | | 98 |
| | School: B/G | 1 | 0 | 0 | 0 | 0 | 0 | 4 | 33 | 43 | 17 | 2 | 0 | | 95 |
| | National: Boys | 0 | 1 | 0 | 0 | 1 | 8 | 25 | 35 | 21 | 7 | 1 | 0 | | 64 |
| | National: Girls | 0 | 1 | 0 | 0 | 1 | 5 | 19 | 35 | 26 | 11 | 1 | 0 | | 74 |
| | National: B/G | 0 | 1 | 0 | 0 | 1 | 6 | 22 | 35 | 23 | 9 | 1 | 0 | | 69 |
| Design & Technology | School: Boys | 1 | 1 | 0 | 0 | 0 | 0 | 6 | 51 | 38 | 3 | 0 | 0 | | 92 |
| | School: Girls | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 29 | 58 | 11 | 1 | 0 | | 99 |
| | School: B/G | 1 | 1 | 0 | 0 | 0 | 0 | 3 | 41 | 47 | 7 | 0 | 0 | | 95 |
| | National: Boys | 0 | 1 | 0 | 0 | 1 | 6 | 26 | 41 | 19 | 4 | 0 | 0 | | 66 |
| | National: Girls | 0 | 1 | 0 | 0 | 1 | 3 | 17 | 41 | 29 | 8 | 1 | 0 | | 78 |
| | National: B/G | 0 | 1 | 0 | 0 | 1 | 5 | 21 | 41 | 24 | 6 | 0 | 0 | | 71 |
| Information Tech. | School: Boys | 2 | 0 | 0 | 0 | 0 | 1 | 18 | 44 | 26 | 9 | 0 | 0 | | 79 |
| | School: Girls | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 36 | 37 | 19 | 0 | 0 | | 92 |
| | School: B/G | 1 | 0 | 0 | 0 | 0 | 1 | 13 | 40 | 31 | 14 | 0 | 0 | | 85 |
| | National: Boys | 0 | 1 | 0 | 0 | 1 | 8 | 26 | 41 | 18 | 4 | 0 | 0 | | 63 |
| | National: Girls | 0 | 1 | 0 | 0 | 1 | 5 | 21 | 44 | 22 | 5 | 0 | 0 | | 71 |
| | National: B/G | 0 | 1 | 0 | 0 | 1 | 7 | 24 | 43 | 20 | 4 | 0 | 0 | | 67 |
| Modern Foreign Language | School: Boys | 2 | 0 | 0 | 0 | 0 | 13 | 21 | 20 | 35 | 9 | 0 | 0 | 85 | 64 |
| | School: Girls | 1 | 0 | 0 | 0 | 0 | 6 | 17 | 21 | 27 | 28 | 0 | 0 | 93 | 76 |
| | School: B/G | 1 | 1 | 0 | 0 | 0 | 10 | 19 | 20 | 31 | 18 | 0 | 0 | 88 | 69 |
| | National: Boys | 2 | 1 | 1 | 2 | 7 | 18 | 27 | 28 | 13 | 2 | 0 | 0 | 70 | 43 |
| | National: Girls | 1 | 1 | 0 | 1 | 3 | 12 | 24 | 33 | 20 | 4 | 0 | 0 | 82 | 58 |
| | National: B/G | 1 | 1 | 1 | 1 | 5 | 15 | 26 | 30 | 16 | 3 | 0 | 0 | 76 | 50 |



Key: **Dis.** = disapplied under Sections 92/93 of the Education Act 2002. **Ab.** = failed to register a level due to absence. **W** = working towards Level 1, but have not yet achieved the standards needed for Level 1
B (tests only) = children not entered for the tests because they were working below Level 3 in English or below Level 2 in Mathematics or Science **N** = pupils not awarded a level in the test **EP** = exceptional performance
 Figures may not total 100% because of rounding.

Appendix IX - Destinations of school leavers

DESTINATION ROUTES OF LEAVERS

In 2004 89% of the Year 11 leavers continued into further education. 5% of students took up posts in employment or joined training schemes. 2% have not yet found employment and 4% are unknown.
 Current figures for the Year 11 leavers of 2005 are not yet available. Of the Year 13 leavers in July 2004 136 took up university places, and 18 went into employment. (2005 figures not yet available)

Appendix X – Admission Policy for September 2006 entry

The school will admit pupils without reference to aptitude or ability from the locality and other areas to a level at which we can provide a quality education for all. The current Published Admission Number (PAN) is 240. As a Surrey County school, we adhere to LEA procedures which are summarised in the following paragraphs.

The closing date for parents' decisions for Year 7 entry September 2006 is October 21st 2005 and all information is sent to the Local Area Office. During the Spring Term, the Education Authority offers places up to the Published Admission Number (PAN). Where the number of applications exceeds the PAN the following criteria apply:

1. Exceptional arrangements (i Looked After Children, ii Statements of Special Educational Need naming the school, iii Medical Grounds and other compelling circumstances)
2. Older siblings at Howard of Effingham School
3. Children resident within the Admission Priority Area (which is agreed on an annual basis for the intake year).

The names of those who have not been offered places are automatically put on a waiting list administered by the LEA. There is also an Appeals Procedure.

The full text of this policy is available on request.

The school is popular and usually over-subscribed. The number of places available for September 2005 was 240. The total number of first choice applications for the school for September 2005 was 296. We receive frequent enquiries concerning the chances of being offered a place at Howard of Effingham School. Such enquiries are difficult to answer as the designated Admission Priority Area differs from year to year.



Appendix XI – Location Map

