

■ 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 students 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. In 2006, 75% of Year 11 students 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. In the 2006 A-Level examinations there was a 97% pass rate of which 54% were grade A or B. As a result of these successes 99% of our students who applied to University have secured one of their two chosen places this year.

In the most recent inspection in March 2006, Ofsted's judgement was that we are 'an outstanding school'. A copy of the report is available via the school or on the Ofsted website.

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 12th 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 340 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



Science



INSTITUTE FOR LEARNING





■ Contents

THE SCHOOL	4
Introduction	4
School Ethos	4
Vision and Values	4
Accommodation and Facilities	4
THE STAFF	5
THE STUDENTS	6
Pastoral Organisation	6
Induction of New Students	6
House System	6
THE CURRICULUM	7
Teaching Group Arrangements	7
The Curriculum and Student Grouping for The Lower School (Years 7 to 9)	7
Modern Foreign Languages and Latin	7
The Curriculum for The Upper School (Years 10 & 11)	8
The Sixth Form (Years 12 & 13)	8
Homework	8
Gifted and Talented	8
Learning Support	8
Careers Education	9
Sex Education	9
Assemblies and Religious Education	9
EXTRA-CURRICULAR	10
Sport	10
School Visits	10
The School's Arts Policy and Provision	11
Clubs and Societies	11
HOME - SCHOOL LINKS	12
Outside Interests	12
Home - School Links	12
Website Information	12
Attendance	12
Contacting School	12
Behaviour Management	12
Examinations, Reports and Parents' Evenings	13
Parent Teacher Association	13
School Fund and Charitable Trust	13
Transport to School	13
Uniform and Equipment	13
ADDITIONAL INFORMATION	14
Times of the School Day	14
School Meals	14
Copies of School Documents	14
Complaints	14
Charges for School Activities	15
Attendance Information 2005-2006	15
Number of Students with SEN statements	15
Number in Sixth Form -1st September 2006	15
Examination Results and Destination Routes for Leavers	15
APPENDICES	16
Appendix I The School Governors	16
Appendix II The School Staff	17
Appendix III School Aims	22
Appendix IV Academic Year 2007-2008	22
Appendix V Behaviour for Learning	23
Appendix VI Home/School Agreement	24
Appendix VII School Uniform	25
Appendix VIII Examination Results	27
Appendix IX Destination of School Leavers	31
Appendix X Admission Policy for September 2007 entry	32
Appendix XI Location Map	32



■ 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 logo 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 students 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 students 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 students 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 students 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 Leaders, Year Leaders and Year Managers 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 Students

THE STUDENTS Pastoral Organisation

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

To bring out the best in all our students 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 Students

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 Leader and the Year Leader responsible for our new intake make frequent visits to the feeder schools to

discuss students' progress, aptitudes and individual needs with their teachers. The Year Leader will also visit the children in their primary schools to talk to them about life and expectations at Howard of Effingham.

All new students 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 students 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 students are involved in a variety of activities during tutor periods, all of which are designed to help the students 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 students in a tutor group will all be in the same house; thus there is a close link between the pastoral and house systems.



■ The Curriculum

At the Howard we aim to deliver a quality curriculum that provides a stimulating and demanding education for all students. The curriculum is time-tabled in a ten day cycle of 50 hour long lessons. Copies of programmes of study 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 students progress through the school more curriculum areas use setting arrangements so that the teaching level and pace of work is appropriate to the students' 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 students. Additional support is given to students 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 students.

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

On entry into the school at the age of 11+, students 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 students 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, students are taught in tutor groups for all subjects except Mathematics and Modern Languages, where students are set during the first term. As students 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 students to be extended, and those needing more help and support will receive it, usually in smaller classes. This means that a student 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, students' 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 2007 one half year will study German and French and in the other half year the students will study German 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



■ The Curriculum

treated individually, acceptance is not automatic and might jeopardise the friendship groups in which the students 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 GCSE languages course in the two languages studied during Key Stage 3.

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

In Key Stage 4 of the National Curriculum, students will follow courses leading to GCSE or equivalent qualifications. From Year 10 (ages 14–15), students select from a wide range of subjects, 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 students study the equivalent of ten GCSE subjects (eleven if Latin or expressed languages are taken). All students 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 340 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 students are equipped with a homework timetable and a student planner, in which to record all homework assignments. For Lower School students the average amount of time taken for homework per day ranges from 1 to 1½ hours. Upper School students 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 an important factor in the examination successes which have been achieved by students of all abilities in recent years at the Howard. Homework is a means through which our students' academic successes will continue to be enhanced.

Gifted and Talented Students

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 students, 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 students with Special Educational Needs. The department aims to

■ The Curriculum

promote learning strategies and teaching approaches which will allow these special needs to be met. This enables teachers to provide appropriate challenges and opportunities for success and helps students 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 three specialist rooms equipped with computers, audio aids and a range of additional teaching materials. The department shares the responsibility for identifying and assessing students' 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 students wanting extra help.

The 'Toe by Toe' reading scheme has been running for five years. This year 27 Year 7 students took part in the scheme. A "buddy" system was developed involving a team of 81 Sixth Formers who were trained as coaches and worked with the younger students. 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 students, 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 students 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 students 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 students 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 students 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 students are given basic information on sexual reproduction through their science lessons. Complementary to this is the school's Citizenship Education programme in years 7 to 11. Here the aim is to encourage students 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 student in years 7 to 11 attends two formal assemblies each week. Sixth Form students have a weekly formal assembly. On other occasions students 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 students. Visiting speakers include local clergy and a variety of topics and approaches are encouraged.

It is hoped that all students will attend assemblies and Religious Education lessons. However, if parents wish a student 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 students in both the main school and the Sixth Form.

■ Extra-Curricular

Sport

We encourage students 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 Effingham Community Sports Centre is an excellent facility built for dual use by the school and the local community. This, together with our regular use of the King George V Playing Fields and our own fields, gives students excellent indoor and outdoor facilities. Students 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. Students 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; 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 students 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 Gold Award in May 2006.

School productions, musical evenings and art exhibitions are regular features of the school calendar. Recent productions include 'Copacabana', 'Les Miserables', 'The Hot Mikado', 'Mack and Mabel' and 'Crazy for You'. In each case students 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 students 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 students in particular to involve themselves in extra-curricular activities. While the current list depends upon the interest of staff and students 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	Trampoline
Environment	Volleyball

The Duke of Edinburgh Award Scheme is available to students 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 students 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 student'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 students, 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. Copies of all letters sent to parents are posted on the website. Additionally the website gives all students remote access to their user area on the school network.

Attendance

Students 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 student's return. Casual absences and holidays during term time are severely detrimental to a student's progress; if attendance problems do occur, the Educational Welfare Officer will be involved, as is also the case in other matters of student 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 students join the school, both parents and students are required to sign the Home/School Agreement. This sets out the partnership between student, parents and school upon which every student's progress depends.

■ Home – School Links

Examinations, Reports and Parents' Evenings

Students' 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 student's academic attainment, reports also cover attitudes to learning, classwork, homework, behaviour, effort, attendance and participation in extra-curricular activities. Students 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. Students 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 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 students 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. Students 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 students on buses and coaches must not jeopardise the safety of students 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. Students 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. Students cycling to school are obliged to join the school registration scheme to promote road safety. Only students who have cycle helmets can join the registration scheme.

Uniform and Equipment

The school has a traditional attitude towards school uniform and expects all students 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 or 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

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. Students may only leave the premises at lunchtime if they have been issued with a pass, but we strongly encourage students to remain in school over lunch. As an alternative, students may bring sandwiches to eat in the dining halls. Free school meals are made available in specified 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 March 2006;
- Any schemes of work currently used in the school; and
- Any syllabuses followed by students 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 2005–2006

Total number of registered students of compulsory school age on roll for at least one session during the reporting period to 26th May 2006 1228
 Students engaging in unauthorised absence: 1.35%
 Incidence of authorised absence: 7.34%

Number of Students with SEN statements:

26

Number in Sixth Form – 1st September 2006:

340

Examination Results See Appendix VIII Destination Routes for Leavers:

See Appendix IX



Appendix I – The School Governors

Chairman of the Governors:	MR C WILLIAMSON
Local 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 MRS S MADDOX 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 2006–2007

Headteacher	MRS R J BARNFIELD, B Sc Hons (Reading) PGCE (London), MA (OU)
Deputy Headteachers	MR R A ESSEX, B Ed Hons (Nottingham), MA. (OU), NPQH MR D T EVANS, B Ed Hons (Nottingham), M.A. (London), NPQH
Assistant Headteachers	MR G COWHIG, B Sc Hons (Salford) PGCE (London) MRS J JEFFERY, B A Hons (Kent) PGCE (Norwich) NPQH MRS J MENHENNETT, B A Hons (Southampton) PGCE (Birmingham) MRS H PENNINGTON, B Sc Hons (Durham) PGCE (Cambridge) NPQH

Appendix II – The School Staff

TEACHING STAFF

MR G ADAMS	B Sc Hons/QTS (Brunel)	KS4 Leader/Geography
MRS A AITCHESON	B Sc (Edinburgh) TC (Moray House Coll of Ed), Inst of Linguists	Geography
MISS K ASHMORE	B A Hons (York) PCGE (London)	English
MRS M BARNES	Cert. Ed (King Alfred's College of Education), CPP Literacy	Head of Learning Support
MRS L BEAN	B A Hons (Wales) PGCE (Kent)	English (p/t)
MR S BEAN	B Mus Hons (Cardiff) PGCE (Reading)	Head of Arts Faculty
MR P BELLAS	TC (Shoreditch)	Senior Teacher
MR S BIRKETT	B Ed Hons (Plymouth)	PE/Assistant Year Leader – Yr 8
MRS S BLOOMFIELD	B A Hons (Oxon) PGCE (Bristol)	English
MR R BOND	B Sc Hons (Bristol) PGCE (Brighton)	Mathematics – KS5 Leader
MRS S BOWES	B A Hons (Cambridge) PGCE (London) MA (Brighton)	Economics/Duke of Edinburgh Coordinator(p/t)
MS L BRAMHALL	B A Hons (Kingston) PGCE (Roehampton)	English
MR T BURNS	B Mus Hons (Kingston) PGCE (Kingston)	Music/Year Leader – Yr 11
MISS C 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 (p/t)
MRS H COOPER-BURROWS	B A Hons (West Surrey College) PGCE (Middx)	Head of Textiles/Year 7 Leader
MR J CRAIG	B Sc Hons (Bristol) M Sc (London) PGCE (Canterbury)	Science/KS4 Science Coordinator
MISS L CREASY	B A Hons (Ravensbourne) PGCE (Goldsmiths)	Textiles/Acting Assistant Year Leader – Yr 9
MRS J EGLIN	B Sc Hons (Warwick) PGCE (York)	Biology (p/t)
MRS R ELLWOOD	B A Hons (Leeds) PGCE (Institute of Education)	Art (p/t)
MISS N EVANS	B A (Oxford) PGCE (Oxford)	French/German
MISS A EVERALL	B A Hons (Manchester) PGCE (Chichester)	History/Year Leader – Yr 9
MR D EVERSON	B Sc Hons (Southampton) PGCE (London)	KS 3 Leader/ Science
MRS M FELLOWES-FREEMAN	Cert. Ed (Nonington Coll of PE)	Learning Support Teacher (p/t)
MR A FEWSTER	MA (OU) B Sc Hons PGCE (Brunel)	Head of DT
MRS M FRY	Cert. Ed (IM Marsh College of PE), CPP Literacy	Learning Support Teacher (p/t)
MR I GARDINER	B A Hons (Aberystwyth) M Sc (Aberystwyth) PGCE (Surrey)	Humanities

Appendix II – The School Staff

MISS J GARDNER	B Sc Hons (Leeds) PGCE (Huddersfield)	Science
MRS F GILBERT	M A & B A Hons (Oxford) BSc (OU) PGCE (OU)	Mathematics (p/t)
MR D GOUT	B A Hons (Kingston) PGCE (Surrey)	English/Assistant Year Leader - 6th Form
MR A GRAY	B Sc Hons (Surrey) M Sc (Cranfield) PGCE (OU)	Mathematics
MRS A GROOM	B A Hons (Greenwich) Cert. Ed (Brooklands)	DT (p/t)
MRS S GROSE	B A Hons (Kingston)	Food Technology (p/t)
DR K HALSEY	Ist class degree (Durham) PHD (Durham)	Science
MS J HUMPHREY	B A Hons (Hull) PGCE (Leeds)	Head of Spanish
MRS C JARVIS	B A (Oxford Brookes) M Sc (Surrey) PGCE (Surrey)	History/Psychology (p/t)
DR R JOLLY	B Sc Hons (Bristol) Phd (Birmingham) PGCE (London)	Science
MISS C JONES	B A Hons (Wales) PGCE (Wales)	MFL/Acting Assistant Year Leader - Yr 10
MR C JONES	B A Hons (Teeside) PGCE (Brighton)	DT
MRS S KNIGHT	B Sc Hons PGCE (Surrey)	Subject Leader Social Sciences
MR N KREBS	B Sc Hons (Swansea) PGCE (Brunel)	Head of Geography
MR O LANE	B A Hons (Lancaster) M A (Sussex) PGCE (Brighton)	Politics/Acting Head of RS
MR A LAVER	B Sc Hons (Brunel) PGCE (Trent)	Director of Science
MRS A LEARMONT	B A Hons (East Anglia) PGCE (Surrey)	Media Studies (p/t)
MRS J LINDSELL	B A Hons (Lancaster) PGCE (Bangor)	History (p/t)
MRS J LUFKIN	B A (Trier, Germany) PGCE (Kingston)	German/French (p/t)
MR S MANLEY	B Sc Hons (Twickenham) PGCE (Brunel)	PE/Assistant Year Leader - Yr 9
MS C MANWARING	B A Diploma of Education (Sydney)	RE
MR S MARYAN	B A (Kingston) PGCE (Reading)	Head of Humanities Faculty
MISS H MASKELL	B A Hons (Aberystwyth) PGCE (Aberystwyth)	Drama/Acting Assistant Year Leader - Yr 11
MR S MCKITRICK	M A (Leeds) PGCE (Liverpool)	DT
MISS K MERRICK	B A Hons (Bournemouth) PGCE (London)	DT Acting Subject Leader - Food
MISS K MITCHELL	B A Ed Hons (UWIC)	Head of Drama/Acting Head of Year 8
MR C NAYLOR	Cert. Ed (NE Wales Inst)	ICT - Subject Leader
MR D NESBITT	B Sc Hons (UMIST) PGCE (Goldsmiths College, London)	Mathematics (p/t)
MR J NEWSOME	B A Hons (Lancaster) PGCE (Canterbury)	Politics, Citizenship
MRS M NIMA	B A Hons (Liverpool) M A Drama PGCE (Surrey)	English (p/t)
MISS J ORR	B A Hons (Glasgow) PGCE (Roehampton)	Business Studies/Enterprise/ Acting Careers Coord
MRS E OWEN	B A Hons (Camberwell School of Art) PGCE (London Inst of Education)	Joint Head of Art (p/t)

Appendix II – The School Staff

MISS C PAGE	B A Hons (Chester) PGCE (Reading)	Art & Drama
MISS R PARR	B A Hons (Manchester) PGCE (Cambridge)	English - KS4 Leader
MISS S PERCY	B Sc Hons (Exeter) PGCE (Canterbury)	ICT (p/t)
MRS A PERRY	B Sc Hons (Birmingham) PGCE (Birmingham)	Science
MR N PRABHU	B Sc Hons (Loughborough) M Sc (Birmingham) PGCE (Oxford)	Mathematics
MISS B ROBERTS	B A Hons (Wimbledon School of Art) PGCE (Roehampton)	Joint Head of Art
MRST ROBERTS	B Sc Hons (Birmingham) PGCE (Nottingham)	Subject Leader for Chemistry/KS3 Leader
MISS O ROCHELLE	B Ed Hons (St Mark & St John)	Head of PE Faculty
MISS D ROUSE	B Eng Hons (Loughborough) PGCE (Oxford Brookes)	Head of Mathematics Faculty
MISS M SANDERS	B A Hons (London) PGCE (London)	RE
MISS H SAYERS	M Eng (Imperial College, London) PGCE (St Mary's College, London)	Mathematics KS3 Leader
MRST SHEARER	M A Hons (Aberdeen) PGCE (Durham)	English (p/t)
MISS L SHINKINS	B Sc (Reading) PGCE (Bath)	Science - Subject Leader for Physics
MRS J SKRZYPCZAK	B Sc (USA) PGCE (USA)	Science
MRS A SMITH	B Sc Hons (Loughborough) PGCE (Southampton)	Science
MR R SPENCER	B A Hons (Bristol) PGCE (Sussex)	Head of French
MISS J SPIRES	B Ed (Nottingham Trent)	Head of Business Studies, Enterprise & ICT Faculty
MISS C STACEY	B A Hons (Exeter) PGCE (Oxford)	French/Spanish
MRS S STANTON	B Sc Hons (Surrey) PGCE (Surrey)	Mathematics/Head of Citizenship/ Year Leader - Yr 10
MRS B STOCKLEY	B A Hons (Sheffield) PGCE (London)	Languages (p/t)
MRS J STRIDE	B A Hons (Birmingham) PGCE (London)	Head of MFL Faculty (p/t)
MR S TAYLOR	M A (Oxon) PGCE (Roehampton)	Head of History/Assistant Year Leader - 6th Form
MR P TAYLOR PEACE	B A Hons (Brunel) PGCE (Roehampton)	English/Subject Leader for Media Studies
MRS H TAYLOR-VOORN	B Sc Hons (London) PGCE (London)	Geography/House Coordinator
MRS H THEOPHANATOS	M A Hons (Glasgow) PGCE (Jordanhill College)	English (p/t)
MRS H THOMPSON	B Ed Hons (Southlands College of Education)	Head of English Faculty
MRS J THORP	M A (Cantab) PGCE (Cantab)	Latin/Classical Civilisation (p/t)
MR R TOMLIN	B Sc Hons (Brunel) PGCE (Brunel)	PE
MRS S TOWNSEND	B A Hons (Reading) PGCE (Oxford)	History (p/t)
MRS C UPTON	B Sc Hons (Imperial College London) PGCE (Kingston)	Subject Leader for Biology/ KS5 Science Manager

Appendix II – The School Staff

MRS B WALKER	B Sc Hons (Cardiff) PGCE (Roehampton Inst)	Food Technology (p/t)
MRS E WALKER	B Sc Hons (Warwick) PGCE (Bath)	Mathematics/Year Leader - 6th Form
MISS K WALLACE	B A Hons (Glasgow) M Sc (Glasgow) PGCE (Kingston)	Business Studies
MRS G WHITE	B A Hons (Leeds) PGCE (Lancaster)	MFL
MISS A WHITEROD	B Mus Hons (Roehampton) PGCE (Roehampton) BA ????	Music
MISS J WILLIAMS	B A Hons (Cardiff) Graduate Teacher Programme	PE
MRS C WILLIS	Cert. Ed (Coventry Coll)	Learning Support Teacher (p/t)
MR MYATES	B English Hons (Lancaster) PGCE (Lancaster)	Mathematics

SUPPORT STAFF

MRS A ALLEN	Learning Support Assistant
MRS E ANDERSON	Science Technician
MRS K ASHFORD	ELP Manager
MRS F BACON	Cover Supervisor
MRS E BAILEY	Secretary
MRS R BAKER	Learning Support Assistant
MRS A BALDOCK	Acting Year Manager - Yr 10
MRS S BARKE	Senior Science Technician
MR D BARROW	Caretaker/Handyman
MRS D BASKARAN	Year Manager - Yr 11
MRS H BAYES	Learning Support Assistant
MRS M BIDDLECOMBE	HR Assistant
MRS N BLANCHARD	Facilities Manager
MISS Y BREMER	Cover Administrator/Student Services
MR J BROOKES	ICT Technician
MRS F CAMPBELL	Learning Support Assistant
MRS A COBB	Secretary
MRS P DAWE	Receptionist
MR G DEAN	Relief Caretaker/Handyman
MRS S DEL MEDICO	Secretary
MR R DICKINSON	ICT Manager
MRS E DOWDING	Learning & Resource Centre Assistant
MR T DUCKMANTON	ICT Technician
MS B EDEN	Acting Student Services/Attendance Administrator
MRS S ERICSSON	Finance Office Manager
MRS C FAIDT	Community Sports Centre Manager
MRST GILES	Library & Resource Centre Manager
MRST HOLMES	Faculty Technician
MRS A HOUSLANDER	Science Technician
MISS A HULETT	Faculty Technician
MRS J JEFFERIS	Finance Assistant

Appendix II – The School Staff

MRS N KENNARD	Facilities Manager
MRS L KNIGHT	Admissions Secretary
DR C MACKINTOSH	Science Technician
MS R MARCHANT	Learning Support Assistant
MRS S MANHIRE	PA to SMT/Main Office Manager
MRS K MASKELL	Acting Student Services/Exams Manager
MR P MEEK	Science Technician
MRS M MESTON	Financial Administrator
MRS E MITCHELL	Acting Student Services/Reports Administrator
MR S MITCHELL	Caretaker
MRS J MOORE	School Resources Manager
MRS J MORRISON	Attendance/Student Services Administrator
MR J NUTTALL	ICT Technician
MRS H OVERELL	Science Technician
MRS L PATTERSON	Learning Support Assistant
MRS A PELLING	HR Assistant
MR L SAINT	Science Technician
MRS E SANSOM	PA to Headteacher/Office Manager
MR S SATZGER	German Language Assistant
MR M SCOVELL	DT Technician
MR O SIRACUSE	French Language Assistant
MRS D STAFFORD	Acting Year Manager - Yr 8
MISS R STONEHAM	Acting Year Manager - Yr 9
MRS L STONEHAM	Year 7 Manager/Deputy SENCO
MR D STOVES	ICT Technician
MISS S STOWELL	Finance Assistant-School Fund
MR M SUMNER	DT Technician
MR J TAGUA	Spanish Language Assistant
MRS C TAYLOR	Finance Assistant-Charitable Trust & School Fund
MRS C THOMAS	Library & Resource Centre Assistant
MR T THORP	Faculty Technician
MRS H TRIPP	HR Administrative Assistant
MRS K VEITCH	Food, Art & Textiles Technician
MRS P VIBERT	Cover Supervisor
MRS S WALKER	Learning Support Assistant
MRS J WORSFOLD	Finance Assistant
MRS M WRIGHT	Exams Administrator/Student Services
MISS Z ONG	Faculty Technician



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.



Appendix IV – Academic Year 2007–2008 (Provisional Dates)

Autumn Term 2007

Term begins	Monday 3rd September
Half-term	Monday 22nd October to Friday 26th October
End of term	Wednesday 19th December

Spring Term 2008

Term begins	Thursday 3rd January
Half-term	Monday 18th February to Friday 22nd February
End of term	Friday 4th April

Summer Term 2008

Term begins	Monday 21st April
Half-term	Monday 26th May to Friday 30th May
End of term	Wednesday 23rd July

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

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 students 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 JWT 440 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 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
- Plain black jogging bottoms (optional)

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.

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 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



Appendix VII – School Uniform

UNIFORM LIST

All uniform is available from: G and M Leisure, Fetcham and Unismart, Cobham

PE kit is available from: G and M Leisure, Fetcham.

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 and one pair of small plain stud earrings, one stud in each ear, only in the lobe.

- 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

2006 GCSE RESULTS ACHIEVED BY PUPILS AGED 15+

Total:247 – 123 Male 124 Female.

Based on all students in school population who were on roll 20.01.06.

NATIONAL CURRICULUM

CORE SUBJECTS	A*	A	B	C	D	E	F	G	U	Ent
ENGLISH	2	24	77	89	32	15	6	0	0	246
ENGLISH LIT.	7	12	62	79	51	16	10	0	1	239
MATHS	15	54	66	65	31	3	0	0	2	236
SCIENCE: BIOLOGY	12	5	14	7	2	0	0	0	0	40
SCIENCE: CHEMISTRY	7	10	10	8	4	0	0	0	1	40
SCIENCE: PHYSICS	10	10	9	8	2	1	0	0	0	40
SCIENCE: DOUBLE	36	48	44	72	58	30	20	4	2	314
SCIENCE: DOUBLE (Voc)	0	10	52	26	8	2	0	0	0	98

OTHER SUBJECTS

ART	8	13	17	17	3	0	0	0	0	58
BUSINESS STUDIES	0	8	15	33	13	8	1	0	0	79
BUSINESS AND COMMUNICATIONS	0	0	2	4	4	2	1	0	0	14
CHILD DEVELOPMENT	2	4	5	9	5	5	2	2	1	35
D&T FOOD TECHNOLOGY	3	10	6	7	6	4	1	0	0	37
D&T GRAPHIC PRODUCTS	8	13	4	2	1	1	0	0	0	29
D&T RESISTANT MATERIALS	2	17	13	8	5	1	1	1	1	49
D&T SYSTEMS & CONTROL	0	7	3	4	1	1	0	0	0	16
D&T TEXTILES TECHNOLOGY	5	21	9	3	2	1	2	0	1	44
DRAMA	6	18	20	8	4	1	0	0	0	57
FRENCH	6	12	10	11	17	7	3	0	1	67
GEOGRAPHY	11	16	25	17	8	2	0	0	0	79
GERMAN	2	22	21	56	22	11	7	2	0	143
HISTORY	13	17	28	20	12	4	5	4	1	104
LATIN	1	2	0	1	1	0	0	0	0	5
MUSIC	2	5	6	2	2	2	0	0	1	20
SPANISH	2	8	15	16	8	3	3	1	0	56
SPORT/PE STUDIES	10	21	11	9	6	2	1	0	0	60
ALL STUDENTS	170	387	544	581	308	122	63	14	12	2205

GCSE SHORT COURSES

	A*	A	B	C	D	E	F	G	U	
RELIGIOUS STUDIES	19	39	76	47	21	18	8	7	1	240
INFORMATION TECHNOLOGY	7	24	55	73	37	21	12	10	7	247
ALL STUDENTS	26	63	131	120	58	39	20	17	8	487

POINTS PER STUDENT = 420.1

SUMMARY OF GCSE RESULTS ACHIEVED BY PUPILS AGED 15+

NO. OF PUPILS	Achieving 5+ A*-C	Achieving 5+ A*-C Inc En & Ma	Achieving 5+ A*-G	Entered for 1+ GCSEs	Achieving 1+ A*-G	Achieving no passes
School 247 (100%)	186 (75.3%)	170 (68.3%)	245 (99.1%)	247 (100%)	246 (99.6%)	1 (0.4%)
LEA (2005)	61.3%	50.2%	91.8%	-	97.4%	-
England (2005)	57.1%	44.3%	90.2%	-	97.4%	-

Appendix VIII – Examination Results

2006 GCE A LEVEL EXAMINATION RESULTS BY EACH SUBJECT ACHIEVED BY PUPILS IN YEAR GROUP 13

Total:159 – Male 63 Female 96

	A	B	C	D	E	U	Ent
ART (FINE ART)	2	9	4	0	1	0	16
ART & DESIGN	0	0	1	0	0	0	1
ART AND DESIGN TEXTILES	4	4	1	1	0	0	10
BIOLOGY	2	7	5	6	4	2	26
BUSINESS STUDIES	5	6	14	11	3	1	40
CHEMISTRY	3	2	8	1	1	2	17
CHINESE	0	1	0	0	0	0	1
CLASSICAL CIVILISATION	1	1	0	0	0	0	2
CRITICAL THINKING	0	2	0	0	0	0	2
D&T PRODUCT DESIGN	4	6	3	1	3	2	19
DRAMA	3	6	6	1	0	0	16
ECONOMICS	3	7	1	0	0	0	11
ENGLISH LITERATURE	12	11	9	4	0	0	36
FRENCH	0	2	1	1	0	0	4
GENERAL STUDIES	0	0	1	1	0	1	3
GEOGRAPHY	11	12	6	4	1	0	34
GERMAN	0	2	2	0	0	0	4
HISTORY	7	5	5	3	1	0	21
INFORMATION TECHNOLOGY	4	0	3	1	0	2	10
LEISURE STUDIES	0	0	5	1	0	1	7
MATHEMATICS	13	3	7	5	3	0	31
MATHEMATICS FURTHER	2	1	2	0	0	0	5
MEDIA FILM AND TV STUDIES	5	11	6	8	1	0	31
MUSIC	0	1	1	5	0	0	7
MUSIC TECHNOLOGY	0	0	1	0	0	0	1
PHYSICS	4	7	4	0	2	1	18
POLITICS	7	3	1	3	2	0	16
PSYCHOLOGY	7	12	9	4	2	1	35
RELIGIOUS STUDIES	0	9	4	1	0	0	14
SOCIOLOGY	9	8	5	3	1	1	27
SPANISH	1	3	4	0	0	0	8
SPORT/PE STUDIES	2	3	3	4	1	0	13
ALL STUDENTS	111	144	122	69	26	14	486

28

Appendix VIII – Examination Results

2006 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	0	1	1	0	0	0	3
Biology	2	1	2	3	2	0	1	1	12
Business Studies	1	0	2	2	1	0	1	0	7
Chemistry	0	4	3	5	2	0	1	0	15
Classical Civilization	0	1	0	1	0	0	1	0	3
Design Technology	0	2	1	2	2	0	1	0	8
Economics	0	0	1	1	0	0	0	0	2
English Lit	1	5	1	0	0	0	0	0	7
Fashion Textiles	1	0	3	2	0	0	0	0	6
French	0	1	2	3	0	0	0	0	6
General Studies	3	12	27	37	38	0	21	0	138
Geography	4	1	2	0	2	0	0	0	9
German	0	1	3	2	0	0	0	0	6
Govt. & Politics	1	0	2	2	0	0	3	0	8
History	1	0	1	6	2	0	0	0	10
IT	0	0	1	0	3	0	1	0	5
Mathematics	0	1	0	3	2	0	4	0	10
Media Studies	0	1	0	2	1	0	1	0	5
Music	1	0	0	1	0	0	0	0	2
Music Tech	0	0	1	0	0	0	0	0	1
PE EXAM	1	0	1	2	2	0	0	0	6
Physics	0	2	1	4	1	0	1	0	9
Psychology	2	1	2	3	1	0	0	0	9
R.el. Studies	0	2	0	1	0	0	0	0	3
Sociology	2	0	0	0	2	0	2	0	6
Spanish	1	1	1	4	0	0	1	0	8
Theatre Studies / Drama	0	0	2	2	0	0	0	0	4
All Students	21	37	59	89	62	0	39	1	308

29

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

No. of pupils in relevant Year Group: 159

	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	0.6	3.1	6.9	15.7	17.6	17.0	39.0	312.7
Number	1	5	11	25	28	27	62	-

Appendix VIII – Examination Results

Comparative Report: HOWARD OF EFFINGHAM SCHOOL

SUMMARY OF THE NATIONAL CURRICULUM ASSESSMENT RESULTS OF PUPILS IN THE SCHOOL (2006) AND NATIONALLY (2005) AT THE END OF KEY STAGE 3, as a % of those eligible for assessment.

TASK AND TEST RESULTS: Percentage at each level

		Ab.	B	3	4	5	6	7	8	EP	5+
English	School: Boys	2	2	9	51	31	5				87
	School: Girls	3	1	8	44	39	5				88
	School: B/G	2	2	9	48	35	5				87
	National: B/G	4	9	13	39	26	9				74
Mathematics	School: Boys	0	0	2	6	10	31	28	22		91
	School: Girls	3	0	0	9	18	28	29	13		88
	School: B/G	1	0	1	8	14	29	28	18		89
	National: B/G	3	2	6	14	21	28	20	5		74
Science	School: Boys	1	0	2	6	22	31	38			91
	School: Girls	3	0	1	11	29	29	27			85
	School: B/G	2	0	2	9	26	30	33			89
	National: B/G	3	3	6	19	33	25	12			68

TEACHER ASSESSMENT: Percentage at each level

		Dis.	Ab.	W	1	2	3	4	5	6	7	8	EP	5+
English	School: Boys	1	0	0	0	0	1	8	32	46	13	0	0	91
	School: Girls	1	0	0	0	0	0	8	30	51	10	0	0	91
	School: B/G	1	0	0	0	0	0	8	31	48	11	0	0	90
	National: B/G	0	1	0	0	1	6	20	37	25	8	0	0	70
Mathematics	School: Boys	0	0	0	0	0	2	7	12	23	42	15	0	92
	School: Girls	0	0	0	0	1	2	10	9	34	34	9	0	86
	School: B/G	0	0	0	0	0	2	9	11	28	38	12	0	89
	National: B/G	0	1	0	0	1	7	15	25	28	19	4	0	76
Science	School: Boys	0	0	0	0	0	0	7	23	31	39	0	0	93
	School: Girls	1	0	0	0	0	0	8	30	33	29	0	0	92
	School: B/G	0	0	0	0	0	0	7	26	32	34	0	0	92
	National: B/G	0	1	0	0	1	6	20	35	26	10	0	0	71

30

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	0	0	0	0	0	1	18	38	31	10	2	0		81
	School: Girls	0	0	0	0	0	1	13	33	34	18	1	0		86
	School: B/G	0	0	0	0	0	1	16	35	32	14	0	0		84
	National: Boys	0	1	0	0	2	9	26	34	20	7	1	0		62
Geography	National: Girls	0	1	0	0	1	5	20	35	26	11	1	0		77
	National: B/G	0	1	0	0	1	7	23	34	23	9	1	0		67
	School: Boys	0	0	0	0	0	2	12	46	27	13	0	0		86
	School: Girls	0	0	0	0	0	2	6	43	32	14	4	0		93
Design & Technology	School: B/G	0	0	0	0	0	2	9	45	30	13	2	0		90
	National: Boys	0	1	0	0	2	9	25	34	21	7	1	0		63
	National: Girls	0	1	0	0	1	5	20	34	26	11	1	0		73
	National: B/G	0	1	0	0	1	7	22	34	23	9	1	0		68
Information Tech.	School: Boys	0	0	0	0	0	3	13	53	29	2	0	0		84
	School: Girls	0	0	0	0	0	1	10	45	31	10	3	0		89
	School: B/G	0	0	0	0	0	2	16	31	34	14	2	0		87
	National: Boys	0	1	0	0	1	7	27	40	19	4	0	0		63
Modern Foreign Language	National: Girls	0	1	0	0	1	3	17	40	29	8	1	0		77
	National: B/G	0	1	0	0	1	5	22	40	24	6	0	0		70
	School: Boys	0	0	0	0	0	6	23	52	18	1	0	0		71
	School: Girls	0	0	0	0	0	2	10	54	24	10	0	0		88
Modern Foreign Language	School: B/G	0	0	0	0	0	2	11	49	30	6	2	0		79
	National: Boys	0	1	0	0	1	8	26	39	19	4	0	0		63
	National: Girls	0	1	0	0	1	5	21	42	23	5	1	0		71
	National: B/G	0	1	0	0	1	7	24	41	21	5	0	0		67
Modern Foreign Language	School: Boys	1	0	0	0	0	9	30	27	30	3	0	0		90
	School: Girls	0	0	0	0	0	8	16	25	40	11	0	0		92
	School: B/G	0	0	0	0	2	9	25	25	32	7	0	0		89
	National: Boys	1	1	1	2	8	19	27	27	12	2	0	0		68
Modern Foreign Language	National: Girls	1	1	0	1	4	13	25	33	19	4	0	0		81
	National: B/G	1	1	1	1	6	16	26	30	15	3	0	0		74

31

Dis. = disappplied 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

In Modern Foreign Languages, Levels 4 and 5 represent achievement at the nationally expected standard for most 14-year-olds. This is the level below the expectations for the other subjects because Modern Foreign Languages are not introduced until year 7. Figures may not total 100% because of rounding.

Appendix IX - Destinations of school leavers

DESTINATION ROUTES OF LEAVERS

In 2005 90.4% of the Year 11 leavers continued into further education. 4.1% of students took up posts in employment or joined training schemes. 2.9% have not yet found employment and 2.5% are unknown. Current figures for the Year 11 leavers of 2006 are not yet available. Of the Year 13 leavers in July 2005 127 took up university places, 4 went to Art College, 2 applied for University places in 2006 after a gap year and 17 went into employment. (2006 figures not yet available)

Appendix X – Admission Policy for September 2007 entry

The school will admit students 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 school, we adhere to LA procedures which are summarised in the following paragraphs.

The closing date for parents' applications for Year 7 entry September 2007 is noon on October 20th 2006. Places will be offered on 1 March via letters from the Local Authority. Where the number of applications exceeds the PAN the following criteria apply:

1. Looked after children
2. Exceptional Circumstances (i. Statements of SEN warning the school, ii. Medical grounds and other compelling circumstances)
3. Older siblings at Howard of Effingham School
4. Nearest School (as defined in the School Admissions and Transfers Booklet – Secondary)
5. Any other applicant.

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

The full text of this Admissions Policy is available on request.

The school is popular and usually over-subscribed. The number of places available for September 2006 was 240. The total number of first preference applications for the school for September 2006 was 310. However, Surrey will change to an equal preference system for all of its community and voluntary controlled schools for the September 2007 admission round. We receive frequent enquiries concerning the chances of being offered a place at Howard of Effingham School. It is safe to say that, after looked after children, exceptional circumstances and siblings have been considered the overriding factor affecting admission is the proximity of the child's home to the school as defined above.



Appendix XI – Location Map

