



# **The Warwick School**

## **Appendix to Prospectus issued September 2017**

### **School Policies and Practices:**

- Admissions
- Special Educational Needs
- Assembly and Collective Worship
- Health and Sex Education
- Charging and Remission
- Behaviour for Learning
- Child Protection and Safeguarding

### **The School Governing Body**

### **The School Day and School Calendar**

### **Programme of Reporting to and Meetings with Parents**

### **Investor in Careers: Award and Programme**

### **School Uniform**

### **Transport**

### **Ofsted Report**

### **Dates and Times of Open Evening and Arrangements for School Visits/Tours**

Please note that the Key Stage 4 public examination results, details of student numbers and applications for places at the school, attendance figures and information on the destination of Year 11 leavers are all contained in a separate supplement to this Appendix. If not included with this Appendix, a copy can be obtained, on request, free of charge from the school. This information will also be shown on the school website; [www.warwick.surrey.sch.uk](http://www.warwick.surrey.sch.uk)

### **The Warwick School**

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Redhill,  
Surrey RH1 4AD.  
Telephone: 01737 764356  
[www.warwick.surrey.sch.uk](http://www.warwick.surrey.sch.uk)

## ADMISSIONS POLICY

The Governors have adopted the Local Education Authority's policy on admissions, the current version of which has been published as follows:

The Published Admission Number for initial entry to The Warwick School in 2017 will be 180.

Applications for admission at the normal intake will be managed in accordance with Surrey's coordinated scheme for secondary admission. Applications for admission to Year 7 must be made by 31 October 2016.

Children with a statement of special educational needs or an education, health and care plan that names the school will be allocated a place before other children are considered. In this way, the number of places available will be reduced by the number of children with a statement or education, health and care plan that names the school.

Where the school is over-subscribed for any year group, applications for entry in 2017/18 will be ranked in the following order:

1. Looked after and previously looked after children (see Note 1)
2. Exceptional social/medical need (see Note 2)
3. Siblings (See Note 3)
4. Children for whom the school is the nearest to their home address (see Notes 4 & 5)
5. Any other children (see Note 5)

If within any category there are more children than places available, any remaining places will be offered to children who meet that criterion on the basis of proximity of the child's home address to the school. The distance will be measured in a straight line from the address point of the child's home address, as set by Ordnance Survey to the nearest official school gate for pupils to use. This is calculated using the admissions team's Geographical Information System.

### Notes

#### 1. Looked after and previously looked after children

Looked after and previously looked after children will receive the top priority for a place. Looked after and previously looked after children will be considered to be:

- children who are registered as being in the care of a local authority or provided with accommodation by a local authority in accordance with Section 22 of the Children Act 1989(a), e.g. fostered or living in a children's home, at the time an application for a school is made; and
- children who have previously been in the care of a local authority or provided with accommodation by a local authority in accordance with Section 22 of the Children Act 1989(a) and who have left that care through adoption, a child arrangements order (in accordance with Section 8 of the Children Act 1989 and as amended by the Children and Families Act 2014) or special guardianship order (in accordance with Section 14A of the Children Act 1989).

Places will be allocated under this criterion when places are first offered at a school and the local authority may also ask schools to admit over their published admission number at other times under this criterion.

## 2. Exceptional social/medical need

Occasionally there will be a very small number of children for whom exceptional social or medical circumstances apply which will warrant a placement at this particular school. The exceptional social or medical circumstances might relate to either the child or the parent/carer. Supporting evidence from a professional is required such as a doctor and/or consultant for medical cases or a social worker, health visitor, housing officer, the police or probation officer for other social circumstances. This evidence must confirm the circumstances of the case and must set out why the child should attend this school and why no other school could meet the child's needs.

Providing evidence does not guarantee that a child will be given priority at this school and in each case a decision will be made based on the merits of the case and whether the evidence demonstrates that a placement should be made at this school above any other.

Common medical conditions and allergies can usually be supported in all mainstream schools, therefore priority under the school's exceptional medical criterion would not normally be given for these. In addition, routine child minding arrangements would not normally be considered to be an exceptional social reason for placement at this school.

We reserve the right to refer medical evidence to the local authority's designated medical officer, where necessary, to assist us in making a decision about medical priority for a school place.

Places may be allocated under this criterion when places are first offered at the school and the local authority may also ask the school to admit over its published admission number at other times under this criterion.

## 3. Siblings

A sibling will be considered to be a brother or sister (that is, another child of the same parents, whether living at the same address or not), a half-brother or half-sister or a step-brother or step-sister or an adoptive or foster sibling, living as part of the same family unit at the same address.

A child will be given sibling priority if they have a sibling on roll at the school and that sibling is still expected to be on roll at the school at the time of the child's admission.

## 4. Nearest school

For the normal intake to the school, the nearest school will be defined as the school closest to the home address with a published admission number for children of the appropriate age-range, as measured by a straight line and which has admitted children without regard to faith or boarding in the initial allocation of places in 2013, 2014 and 2015. Exceptions to this would be:

- where a faith school has changed its admission arrangements and that change has meant that they would be expected to offer places to children who do not demonstrate a commitment to faith in future; and

- where a new school has opened or an existing school has opened a new phase of education since 2013 and that school does not admit all children with regard to faith.

The nearest school may be inside or outside the county boundary.

Any applicant remaining on the waiting list after 1 September 2017 will be considered to be an application for in year admission. After this date, when assessing nearest school, all schools with the appropriate year group will be taken in to account.

#### 5. Home address

The child's home address excludes any business, relative's or childminder's address and must be the child's normal place of residence. Where the child is subject to a child arrangements order and that order stipulates that the child will live with one parent/carer more than the other, the address to be used will be the one where the child is expected to live for the majority of the time. For other children, the address to be used will be the address where the child lives the majority of the time. In other cases, where the child spends an equal time between their parents/carers, it will be up to the parent/carers to agree which address to use. Where a child spends their time equally between their parents/carers and they cannot agree on who should make the application, we will accept an application from the parent/carer who is registered for child benefit. If neither parent is registered for child benefit we will accept the application from the parent/carer whose address is registered with the child's current school or nursery.

We will not generally accept a temporary address if the main carer of the child still possesses a property that has previously been used as a home address, nor will we accept a temporary address if we believe it has been used solely or mainly to obtain a school place when an alternative address is still available to that child. All distances will be measured by the computerised Geographical Information System maintained by Surrey's admissions team.

#### 6. Tie breaker and the admission of twins, triplets, other multiple births or siblings born in the same academic year

Where two or more children share a priority for a place, e.g. where two children live equidistant from a school, random allocation will be used to determine which child should be given priority.

In the case of multiple births, where children have equal priority for a place, random allocation will be used to determine which child should be given priority. If after the allocation one or more places can be offered but there are not sufficient places for all of them, wherever it is logistically possible, each child will be offered a place. Where it is not logistically possible to offer each child a place the child(ren) ranked the highest will retain their offer and the applicant will be advised of their right of appeal and informed about waiting lists.

#### 7. Waiting lists

Where there are more children than places available, waiting lists will operate for each year group according to the oversubscription criteria for the school without regard to the date the application was received or when a child's name was added to the waiting list.

Waiting lists for the initial intake will be maintained until the last day of the summer term 2018 when they will be cancelled. Applicants who wish a child to remain on the waiting list after this date must write to the school by 27 July 2018, stating their wish and

providing their child's name, date of birth and the name of their child's current school. After 27 July 2018, applicants whose children are not already on the waiting list but who wish them to be so must apply for in-year admission. Waiting lists for all year groups will be cancelled at the end of each academic year.

#### 8. In-year admissions

The following applications will be treated as in-year admissions during 2017/18:

- applications for admission to Year 7 which are received after 1 September 2017;
- all other applications for admission to Years 8 to 11.

Where there are more applications than places available, each application will be ranked in accordance with the published oversubscription criteria for each school.

#### 9. The admission of children outside of their chronological year group

Applicants may choose to seek a place outside their child's chronological (correct) year group. Decisions will be made on the basis of the circumstances of each case and what is in the best interests of the child concerned.

- Applicants who are applying for their child to have a decelerated entry to school, i.e. to start later than other children in their chronological age group, should initially apply for a school place in accordance with the deadlines that apply for their child's chronological age. If, in liaison with the headteacher, governors agree for the child to have a decelerated entry the place cannot be deferred and instead the applicant will be invited to apply again in the following year for the decelerated cohort
- Applicants who are applying for their child to have an accelerated entry to school, i.e. to start earlier than other children in their chronological age group, must initially apply for a school place at the same time that other families are applying for that cohort. If, in liaison with the headteacher, governors agree for the child to have an accelerated entry, the application will be processed. If it is not agreed for the child to have an accelerated entry, the applicant will be invited to apply again in the following year for the correct cohort

Applicants must state clearly why they feel admission to a different year group is in the child's best interest and provide what evidence they have to support this. More information on educating children out of their chronological year group and the process for making such requests is available at [www.surreycc.gov.uk/admissions](http://www.surreycc.gov.uk/admissions).

#### 10. Home to school transport

Surrey County Council has a Home to School Transport policy that sets out the circumstances that children might qualify for free home to school transport. Generally, transport will only be considered if a child is under 8 years old and is travelling more than two miles or is over 8 years old and travelling more than three miles to the nearest school with a place. Transport will not generally be provided to a school that is further away if a child would have been offered a place at a nearer school had it been named as a preference on the application form, although exceptions may apply to secondary aged children whose families are on a low income if they are travelling to one

of their three nearest schools and to children whose nearest school is out of County but over the statutory walking distance.

Eligibility to transport is not linked to the admission criteria of a school. Some schools give priority to children who are attending a feeder school, but attending a feeder school does not confer an automatic right to transport to a linked school. In considering admission criteria and school preferences it is important that applicants also consider the home to school transport policy so they might take account of the likelihood of receiving free transport to their preferred school before making their application. A full copy of Surrey's Home to School Transport policy is available on Surrey's website at [www.surreycc.gov.uk](http://www.surreycc.gov.uk) or from the Surrey Schools and Childcare Service on 0300 200 1004.

## **SPECIAL EDUCATIONAL NEEDS POLICY**

Students with special educational needs are those who at any time during their school career need additional support with their learning or with physical, social or emotional problems that may impact on their learning. Included amongst them are the gifted and talented who need extension activities, those with specific learning difficulties and those with permanent or temporary physical, social or emotional disabilities. Included amongst them are those with specific or more generalised learning difficulties and those with permanent or temporary physical, social or emotional difficulties.

The School welcomes all students who can benefit from a broad, balanced mainstream education and aims to integrate all its students without discrimination. We recognise, however, that in order to derive maximum benefit from our curriculum, students with special/additional educational needs must be identified, supported, assessed and monitored. Such students are the responsibility of all teachers in the School and we work with parents and outside agencies to make provision for them. The Governors monitor and review the provision and outcomes for students with Special Educational Needs on a termly basis.

## **SCHOOL ASSEMBLY (INCLUDING COLLECTIVE WORSHIP) POLICY**

Assemblies are a valued vehicle for communicating the ethos of The Warwick School and part of the school curriculum of all students. It is a natural vehicle for communication on school issues and events and the promotion of leadership by the Headteacher and other senior members of the teaching staff. They provide a unique opportunity for the year to meet together with the Head of Year and forge a collective identity over the period of years they are together. Topics are appropriate to age and interests, yet allowing flexibility to respond to world events, or a particular curricular or pastoral event related to that year group.

Assemblies contribute to students' spiritual, moral, social and cultural development, including commitment to core British values and are part of the educational provision of the School. Assembly is not voluntary but teachers and parents can exercise the right of withdrawal from the act of worship. The School's assembly policy allows for the personal spiritual freedom of both students and members of staff. Acts of collective worship, which may be incorporated within Assembly will also be provided elsewhere such as Word for the Week, discussed in Tutor time. In complying with the law it should mainly be of a broadly Christian character and provide opportunity for student participation and response.

## **HEALTH AND SEX EDUCATION POLICY**

The Governors' policy on Health and Sex Education serves the following School objectives:

- to promote students' self-esteem, mutual respect, sensitivity, tolerance, co-operation and goodwill in human relationships and the highest standards of physical well-being.
- to develop students' understanding of religious and moral values.

### **Underlying values**

The School seeks to encourage a lifestyle which promotes mental and physical health. We believe that sexual relationships should only be entered into within a stable and loving relationship.

### **Specific Objectives of The School's Health and Sex Education Programme**

- to help pupils make informed, reasoned and responsible choices by increasing knowledge, challenging attitudes and influencing behaviour;
- to increase pupils' understanding about the physical, social, legal, psychological, financial and educational implications of health related matters;
- to encourage pupils personal responsibility in relationships and to help them develop a personal moral code;
- to enable pupils to identify sources of appropriate personal support;
- to promote good parenting skills and a healthy lifestyle.

### **Content of the School's Health and Sex Education Programme**

Health and Sex Education permeates the curriculum and is embedded in the ethos of the School, as well as being part of a planned programme of lessons across a number of subjects in both Key Stages. Training and teaching resources are made available within the constraints of the school budget.

The detailed programme is available for parents to inspect at the School. Parents may withdraw their children from those parts of the Sex Education Programme which are not compulsory elements of the National Curriculum. Requests to withdraw pupils must be made in writing to the Headteacher.

The Warwick School has built, maintains and seeks to extend links with relevant external expert agencies to support the programme, including Surrey Police, Encounters, health service providers and commercial companies.

## **CHARGING AND REMISSIONS POLICY**

In accordance with the 1988 Education Act, all activities offered to pupils during the school day, whether on or off the premises, will be provided free of charge with the exception of individual and small group tuition in playing any musical instrument outside the requirements of GCSE examination courses or the National Curriculum.

Charges will be made for optional extras which take place wholly or mainly outside school hours. Participation in any optional extra activity will be on the basis of parental choice and a willingness to meet such charges as are made.

Students will not be charged examination fees for those subjects in which they have been prepared by the school. The cost of examinations for which the student has not been prepared by the school will be passed on to parents. If a student fails without good reason to complete the examination requirements for any public examination, the fee will be recovered from the parent.

There may also be other activities during the school day which are designed to extend and enhance the range of activities and experiences available to pupils, but which are beyond those encompassed within the National Curriculum and for which no LA funding is available. These will not be subject to charges but will only take place if sufficient voluntary contributions are made to support the activity.

The School will respond sympathetically to genuine cases of hardship brought to its attention to ensure that no student is unreasonably denied the opportunity to be involved in the range of activities organised by the School.

## **BEHAVIOUR FOR LEARNING POLICY**

### **Statement of Principles**

The Governing Body's statement of principles and aims provide guidance for the Headteacher in developing the Behaviour for Learning Policy by stating the principles which governors expect to be followed. These are as follows:

#### **The Warwick School aims to provide:**

- ✚ an optimal learning environment so that student potential is attained
- ✚ a community ethos which respects and tolerates all
- ✚ a common rewards system to provide positive encouragement, praise and recognition of good behaviour and effort
- ✚ sanctions which address persistent behavioural problems
- ✚ support for students with learning and/or behavioural and social needs
- ✚ a consistent and fair response to behavioural issues
- ✚ rules that clearly define the limits of acceptable and non acceptable behaviour

The Warwick School aims to both guide and reflect prevailing good practice. As such the policy is a dynamic document, subject to ongoing review in the light of developing practices and initiatives both within and without the school. We set out to create an environment that develops appropriate behaviour for learning and more widely supports the attainment of wider aims in terms of each student's personal development, behaviour and welfare, to ensure that every child can achieve his or her potential in a positive learning environment irrespective of their background or circumstances.

### **Rights and responsibilities**

#### **Rights**

All members of The Warwick Community have the right to the following:

- ✚ To be treated with respect
- ✚ To be listened to
- ✚ To be safe from abuse of any kind including verbal, physical, cyber, emotional abuse
- ✚ To be able to work in a supportive environment
- ✚ To be able to learn/teach or allowed to do their work to the best of their ability

## **Responsibilities**

All students of The Warwick Community have the following responsibilities linked to the classroom rules for students shown in the Record Book and recorded in this policy:

- ✚ To behave appropriately to allow teachers to teach and learners to learn
- ✚ To behave appropriately with regard to our community
- ✚ To behave appropriately to promote the values and ethos of the school
- ✚ To behave appropriately with regard to other people's property
- ✚ To behave appropriately with regard to our school environment
- ✚ To follow instructions of all school staff
- ✚ To work to the best of their abilities

### **NOTE:**

Sanctions include reprimands, extra work, after-school and Saturday detentions (with 24 hours' notice given). Serious misconduct, such as bullying, aggressive behaviour, bad language and defiance, is not tolerated. In such instances, the parents and Headteacher are informed and if, after appropriate help, there is no improvement, exclusion will result.

Merit Marks (KS3) and Accolades (KS4) are issued for high standards of work and effort. Attendance and community service are rewarded in a variety of ways. In both the Summer and the Autumn Terms we hold prestigious Awards Evenings for students and their parents.

## **CHILD PROTECTION AND SAFEGUARDING POLICY**

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our students from harm, and that the child's welfare is our paramount concern. All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

### **1.0 Introduction**

- 1.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2015, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015. The guidance reflects, both 'Keeping Children Safe in Education' 2015, and Surrey Safeguarding Children Board SSCB Child Protection Procedures
- 1.2 The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.
- 1.3 We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

1.4 All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

1.5 The aims of this policy are:

- 1.5.1 To support the child's development in ways that will foster security, confidence and independence.
- 1.5.2 To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- 1.5.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendices 1 and 2)
- 1.5.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- 1.5.5 To emphasise the need for good levels of communication between all members of staff.
- 1.5.6 To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- 1.5.7 To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- 1.5.8 To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance), and a central record is kept for audit.

**Note on preceding Policies and Comments: The preceding reflect brief extracts only of the Governors' Policies listed and include some brief narrative expanding on the policies. All Policies (both statutory and non-statutory) are published on the school website. Full copies of these Policies may also be viewed at the school by arrangement, on request.**

## **THE GOVERNING BODY (as at 1 September 2017)**

Several of our governors have been or are parents of students at The Warwick. Many staff also have or have had children at The Warwick. This clearly shows the high esteem in which the School is held.

**Chairman** : Mr Kevin Standish

**Vice-Chairman** : Mrs Sue Winterton

**Link Governor** : Mrs Debbie Winchester

### **Co-Opted Governors :**

Mr Ray Elgy

Mrs Sue Winterton

Dr Ben Mearns

Mr Kevin Standish

Mrs Sally Webber

Mr Tim Wainwright

Mr Christopher Whelan

Vacancy

### **Appointed by Surrey County Council LA :**

Mr Richard Humphrey

### **Parent Governors :**

Mrs Debbie Winchester

Mrs Caroline Bradby

Mr David Gray

Vacancy

### **Staff Governor :**

Ms Sadia Manzoor

### **The Headteacher:**

Mr Ron Searle

### **Clerk to the Governors:**

Mrs Ann Fishburn, Bursar, The Warwick School

## THE SCHOOL DAY

We run a two week timetable. We also make maximum use of the more productive morning sessions by teaching four lessons before lunch. Our timetable structure minimises the time lost through lesson changes and ensures that students have time after school for homework, clubs and activities in school and in the wider community and for socialising with their family and friends.

The School Day is time tabled as follows:

TIMES	PERIOD
08:50 – 09:15	Tutor Period / Assembly
09:15 – 10:15	Period 1
10:15 – 11:15	Period 2
11:15 – 11:35	Morning Break
11:35 – 12:35	Period 3
12:35 – 13:35	Period 4
13:35 – 14:15	Lunch
14:15 – 15:20	Period 5

Our Library is open daily from 7:45 a.m. to 3:45 p.m. for private study. Breakfast Club runs from 7:45 to 8:40 a.m. and Homework Club (in fully computer equipped rooms) from 3:30 to 5:00 p.m.

## SCHOOL CALENDAR (2017 – 2018)

Autumn Term 2017

4 September to 21 December

Half Term from 23 to 27 October

Spring Term 2018

4 January to 29 March

Half Term from 12 to 16 February

Summer Term 2018

16 April to 23 July

Half Term from 28 May to 1 June

## SCHOOL CALENDAR (2018 – 2019)

Autumn Term 2018

4 September to 19 December

Half Term from 22 to 26 October

Spring Term 2019

3 January to 5 April

Half Term from 18 to 22 February

Summer Term 2019

23 April to 24 July

Half Term from 27 May to 31 May

## PROGRAMME OF REPORTING TO AND MEETINGS WITH PARENTS

You are notified of your child's teaching sets in individual subjects and of any changes to these.

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn Term	Interim report  Parents' Information Evening  Parents' transition evening	Interim report  Parents' Information Evening	Parents' Information Evening	Interim report  Parents' Information Evening  Parents' Evening	Interim report  Parents' Information Evening  Parents' Invitation Evening
Spring Term			Interim report  Subject Written Report  Parents' Information Evening  Parents' Evening	Interim report  Parents' Invitation Evening	Interim report  Subject Written Report  Parents' Evening
Summer Term	Subject Written Report  Interim report  End of Year Exam Grade Report  Parents' Evening	Interim report  Subject Written Report  End of Year Exam Grade Report  Parents' Evening	Interim report  End of Year Exam Grade Report	Subject Written Report  End of Year Exam Grade Report	

Teaching sets are kept under review and can be changed at any time during the year.

We ask you to sign your child's Record Book each week and to monitor exercise books and homework as appropriate. If you become concerned about any aspect of your child's progress, we actively encourage you to contact the School Office to make an appointment with the Head of Year.

## **INVESTOR IN CAREERS : AWARD AND PROGRAMME**

The Warwick School has received the highly-regarded Investor in Careers Award. This is a nationally recognised quality award only awarded when a school is able to show that it offers an exceptionally high quality service to students in this area. This contributes to the overall areas of care and guidance within the school.

Students are helped to achieve the following;

In Years 7, 8 and 9 they are helped to:

- Understand themselves and know who (and what) plays a part in how they think about themselves and the things that matter to them.
- Think about what they expect of themselves and what others expect of them.
- Develop confidence in themselves and their abilities.
- Investigate ways to develop as a person.
- Understand how the world of work is changing and the skills that they (and others) need in order to do well in their future lives and careers.
- Learn how to plan ahead and deal with all kinds of changes as they happen to them.
- Know who is there to help them in school and exactly what they can do for them. Bear in mind the need to make changes to their plans as circumstances change, both in and out of school.

In Years 10 and 11 they are helped to:

- Identify and set short and medium term life goals as well as learning s.
- Use techniques such as debate, review, reflection and planning to progress and help them develop their career ideas.
- Explain why it is important to develop personal values and be able to respond appropriately to the main influences affecting their learning and work.
- Describe employment trends and learning opportunities at different levels.
- Identify, select and use a wide range of information sources.
- Use work related learning experiences to shape their career progression.
- Understand the options open to them once they leave school, identify their priorities and explain the decisions they eventually make.
- Take finance and other factors related to managing their money into consideration when making decisions.
- Understand the purpose of careers interviews and be able to present, and give evidence for personal information.
- Understand what employers are looking for in relation to behaviour at work, and appreciate their rights as well as those of others.

## UNIFORM

We expect all students to wear the full uniform whilst in school and to and from school. This relieves pressure on parents to buy expensive fashion items and ensures students are smartly and appropriately dressed for school.

### Compulsory uniform (boys & girls)

Green school blazer with school badge\*  
School tie, worn appropriately\*  
White shirt with fused collar, tucked in  
Black knee-length pleated skirt with school logo\* for girls OR black tailored trousers with school logo\*  
Plain grey, plain black or plain white socks or plain black/plain beige tights  
Plain black, flat-heeled formal shoes - to be worn in, to and from school. NO TRAINERS are permitted except for use at lunchtimes outside the school buildings  
Plain coloured outdoor coat – no “hoodies”, denims or logos. It is not permitted for outdoor coats to be worn in the school buildings

Girls' PE kit (compulsory)	Boys' PE kit (compulsory)
Black school PE shorts*	Black school PE shorts*
Green school PE t-shirt*	Green school PE t-shirt*
Black or white socks	Gold school PE / Rugby shirt*
Sports appropriate PE trainers	Black or white socks
	Gold and black school PE socks*
	Sports appropriate PE trainers

### Optional

Black school jumper with logo\*  
Black track suit  
Black PE sweatshirt with logo\*  
Black PE t-shirt with logo (KS4 only)\*  
(no alternative colours are acceptable for these items)

### Jewellery

Only 1 pair of ear studs in the lower lobes, 1 small single band ring and a watch are allowed. For safety reasons all jewellery must be removed for PE. Whilst every attempt is made to ensure the safety of jewellery items handed to teachers for safe-keeping, the School cannot accept responsibility for these. Neither acrylic nails nor any body piercings are permitted.

### Not acceptable

Casual blouses or shirts  
Mini skirts, pencil skirts, fashion trousers, tracksuit bottoms, cords or denims  
Multi-coloured socks/tights  
Trainers, sandals, boots, informal shoes  
Denims, leathers, hoodies or items with logos or in multi-colours

### Hair

Colour must be a natural colour and the style must be appropriate for school. Shaved patterns/heads or “tramlines” are not permitted

### Make-up

Neither make-up nor nail varnish are permitted in school

\* These items must be obtained from Swots, Reigate

## **ACCESS AND TRANSPORT**

The School is easily accessible by public transport, being only a few minutes' walk from Redhill bus and railway stations. In addition to the main School entrance in Noke Drive, we have a pedestrian access in St Anne's Drive, which we recommend for those coming from the north of the School. Cycle sheds are provided for bicycles.

## **INFORMATION ON OFSTED INSPECTION**

The School underwent an Ofsted inspection in February 2013. Copies of the report are obtainable from the School (price £2.50) or free from the internet at [www.ofsted.gov.uk](http://www.ofsted.gov.uk) and via the school website.

Documentation on the curriculum, LA and Governors' policies, Child Protection Policy and Government statutory orders and circulars can be inspected at the School. Policies are also published on the school website.

## **DATES AND TIMES OF OPEN EVENING (Autumn Term, 2017)**

Wednesday 27 September from 6:00 to 9:00 p.m. (The Head Teacher's presentation will take place at 7:00 and again at 8:00 p.m.)

In addition to the Open Evening, we welcome the opportunity of showing parents and prospective students around the school on a normal school day. Those who would like to visit and enjoy a tour of the school should contact our Admissions Officer, Mrs Liz McGrain (tel; 01737 764356, email; [mcg@warwick.surrey.sch.uk](mailto:mcg@warwick.surrey.sch.uk)).

The contents of this Appendix to the Prospectus relate to the School Academic Year 2017 - 2018 and, as applicable, for 2018 - 2019. The information was correct, save as qualified, as at 1 September 2017. It should not be assumed that there will be no change in the information contained in this document before the start of, or during, the school year in question or in relation to subsequent years.