



The Warwick School

Appendix to Prospectus : 2008/2009

School Policies and Practices:

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- Assembly and Collective Worship
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Please note that the Key Stage 3 and 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

The Warwick School.

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Redhill,
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ADMISSIONS

The Governors have adopted the Local Education Authority's latest policy on admissions, which is as follows:

A) First Priority: Looked After Children

Children who are registered as being in the care of a local authority (for example, fostered or living in a Children's Home)

Second Priority: Exceptional Arrangements:

Occasionally there will be a very small number of children for whom exceptional arrangements will apply. These exceptional arrangements may override other admissions priorities. Schools may also be asked to admit in excess of their published admission number at other times under this category which will include:

- i) Children with Statements of Special Educational Needs that name a School in the Statement
- ii) Medical grounds and other sensitive, individual and compelling family circumstances

Third Priority: Siblings

After 'Exceptional Arrangements' places are then allocated to siblings. A sibling is a child who will have an older brother or sister still attending the school concerned or a junior school on an adjoining/shared site at the time of the younger sibling's admission (i.e., a younger sibling will be given priority for admission only if the older sibling will still be attending the school in September of the year of entry).

Fourth Priority: Children for whom the school is the nearest to their home

The nearest school is defined as the school closest to their home address admitting students of the appropriate age range, as measured along roads and made up footpaths using the Admissions and Transport Team's Geographical Information System. The measurement for these purposes does not take into account the mode of transport used. The distance is measured from the address point of the student's house as set by Ordnance Survey to the nearest gate available for students to use. Parents should note that if they apply for free transport, different criteria apply and the distance from home to school may be measured using a different route.

Distance from Home to School, measured as above will apply within each category as a means of prioritising places.

Waiting Lists

For those students who do not obtain their preference the LEA will operate a waiting list for the period of one academic year only. Waiting list places will, therefore, be allocated as follows should vacancies occur:

All first preferences according to the criteria listed below:

1. Looked-after children
2. Exceptional arrangements
3. Siblings
4. Non-siblings for whom it is the nearest school
5. Other applicants

Distance from home to school, measured along roads and made up footpaths using Surrey's Geographical Information System, will apply within each category as a way of prioritising places on the list. See Surrey's information on school admissions and transfers document.

B) If either the school receives more applications than there are places available, priority would be given in the following order:

1. Looked-after children
2. Exceptional arrangements
3. Siblings
4. Non-siblings for whom it is the nearest school
5. Other applicants

Distance from home to school, measured along roads and made up footpaths using Surrey's Geographical Information System, will apply within each category as a way of prioritising places on the list. See Surrey's information on school admissions and transfers document.

SPECIAL EDUCATIONAL NEEDS

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.

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 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 review funding for students with Special Educational Needs and evaluate provision on an annual basis.

Special educational needs are identified when students are screened on entering the School. Maximum progress for each child is then ensured through a combination of individual teaching schemes, support in class and carefully planned withdrawal lessons.

Students for whom English is an additional language are supported by specially trained Special Educational Needs Teachers and Teaching Assistants.

SCHOOL ASSEMBLIES (Including Collective Worship)

Assembly is a part of the school curriculum of all students. It contributes to their spiritual, moral, social and cultural development and is part of the educational provision of the School. It is a natural vehicle for communication on "whole school" issues and events, and the promotion of leadership by the Headteacher and other senior members of the teaching staff. 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 in general will be incorporated within Assembly but which may be provided elsewhere within the school day, should, as required by law, be wholly or mainly of a broadly Christian character and provide opportunity for student participation and response.

One day of the week is allocated to each year group, with a rota drawn up on an annual basis. An atmosphere of calm and reflection is generated by an orderly entry and exit, encouraged by music wherever possible.

Parents who wish to withdraw their child from Religious Education and Assemblies should send a written request to the Headteacher.

Religious Education is taught in accordance with Surrey's Agreed Syllabus for Religious Education and all Year 10 and 11 students are prepared for the short course GCSE in Religious Education however, students have the option of studying Religious Education as a full GCSE course option.

HEALTH AND SEX EDUCATION

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

Health and sex education is provided mainly through Science, P.E., Religious Education and PSHCE. Our School ethos and curriculum supports the development of responsible attitudes and highlights the importance of informed decision-making within a moral framework.

While you have the right to withdraw your child from Sex Education (except that required as part of National Curriculum Science), we encourage all students to follow this important part of the School's curriculum. Details of our programme can be obtained from the School.

CHARGING

In accordance with the 1988 Education Act, all activities offered to students 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.

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 students, but which are beyond those encompassed within the National Curriculum and for which no LEA 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

Our Behaviour for Learning Policy is designed to ensure that students always strive to give their best. We generally find that our students are honest and trustworthy young people who co-operate well together and are sensitive to the needs of others.

We recognise, however, that at various stages of their development children need guidance and encouragement, to achieve a true sense of self-discipline and citizenship.

In practice, this means that:

(a) we state clearly to students, parents and staff, the standards of behaviour we expect and the sanctions and rewards which are associated with them;

(b) our school rules are kept to a minimum but are enforced consistently;

(c) parents, students and the school sign a partnership agreement on entry to the School;

(d) our structured positive system of rewards and sanctions underlines the importance we attach to various aspects of behaviour;

(e) we emphasise rewarding good behaviour;

(f) students are given increasing opportunities to experience trust, participate in decisions and undertake positions of responsibility as they progress through the School;

(g) as teachers, we set an example of the standards of courtesy, respect and tolerance we expect from the students;

(h) students are encouraged to report wrong-doings and confidentiality is respected where possible.

NOTE:

Sanctions include reprimands, behaviour points, extra work, after-school detentions (with 24 hours' notice given if for more than 20 minutes). Serious misconduct, such as bullying, 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.

Note on preceding Policies and Comments : The preceding reflect extracts only of the applicable Governor's Policies and include some brief narrative expanding on the Policies. Full copies of all Policies may be viewed at the school by arrangement, on request

THE GOVERNING BODY

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.

Appointed by Surrey County Council LEA:

Mr John Barton

Mr Andrew Saunders

Prof. Ernest Shannon CBE (Chair)

Staff

Dr Liz Carter

Mrs Landia Dhupat

Mrs Wendy Wren

The Headteacher:

Mr Ron Searle

Parent Governors (elected):

Mr Raymond Elgy
Mr Chris Botten
Mr David Neumann
Mr Andrew Potterton
Mrs Hermione Puzey
Mr Edward Wawrzynczak
Mrs Theresa Rose

Community Governors (Co-opted):

Ms Frances Wadsworth (Principal, East Surrey College)
Mr Peter Mott
Dr Paul Rispoli (Principal, Reigate College)
Vacancy

Clerk to the Governors:

Mrs Ann Fishburn, Bursar, The Warwick School

Chair of Governors' Committees:

Finance - Mr Andrew Saunders
Management - Professor Ernest Shannon
Premises - Mr Edward Wawrzynczak
Staff & Curriculum - Mrs Hermione Puzey
Human Resources – Mr Ray Elgy

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 – 09:10	Tutor Period / Assembly
09:10 – 10:10	Period 1
10:10 – 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 Learning Resource Centre is open daily from 8.00a.m. to 4.15p.m. for private study. Breakfast Club runs from 7:45 to 8:40 and Homework Club (in fully computer equipped rooms) from 3:20 to 5:00.

SCHOOL CALENDAR (2008 – 2009)

Autumn Term 2008
3 September to 19 December 2008
Half Term 27- 31 October 2008

Spring Term 2009
5 January to 3 April 2009
Half Term 16 - 20 February 2009

Summer Term 2009
20 April to 22 July 2009
Half Term 25 - 29 May 2009

SCHOOL CALENDAR (2009 – 2010)

Autumn Term 2009
2 September to 18 December 2009
Half Term 26 - 30 October 2009

Spring Term 2010
4 January to 31 March 2010
Half Term 15 - 19 February 2010

Summer Term 2010
19 April to 23 July 2010
Half Term 31 May – 4 June 2010

PROGRAMME OF REPORTING TO AND MEETING PARENTS

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn Term	Parents' Information Evening (2)	Target Progress Report	Target Progress Report	Target Progress Report	Target Progress Report
	Exam Results Report				Parents' Information Evening
Target Setting Day with form tutors involving both parents and students Parents' Focus Group meeting (2)					
Spring Term	Target Progress Report	Target Progress Report	Target Progress Report	Target Progress Report	Subject Reports, Mock Exam and Coursework Grade Report
		Parents' Information Evening	KS4 Course Options Consultation Evening	Parents' Information Evening	
			Parents' Information Evening		Parents' Information Evening
			SATS Information Evening		
			Mock Exam Results Report		
Target Review Day with Form Tutors involving both parents and students Parents' Focus Group meeting (2)					
Summer Term	Subject Reports	Subject Reports	End of Key Stage Teacher-Assessed Levels Report	Subject Reports	
	Target Progress Report			Exam Results Report	
Parents' Focus Group meeting (2)					

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

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
- Appropriate black knee-length skirt OR black tailored trousers
- Grey, black, white socks or tights
- Black, flat-heeled shoes - to be worn in, to and from school. NO TRAINERS are permitted except for use at break and lunchtimes outside the school buildings
- Black or dark coloured outdoor coat – no “hoodies” 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
Gold school PE top	Gold school PE top
Gold School PE Rugby shirt	Gold school PE Rugby shirt
Black or white socks	Gold and black school PE socks
Black or white PE trainers	Black or white PE trainers

Optional

- * Black school jumper with logo
- Black track suit
- Black PE sweatshirt with logo
- Black PE Polo top with logo (Y10 and 11 girls only)
- (no alternative colours are acceptable for these items)

Jewellery

Only 1 pair of ear studs, 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
- Denims, leathers, hoodies or items with logos or in multi-colours

Hair

Colour and style must be appropriate for school.
Shaved patterns or “tramlines” are not permitted

Make-up

Is not permitted in school

*** These items can be obtained from the School only.**

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.

Students coming to the school from Croydon can benefit from the free travel for under-16 year olds using the Transport for London contracted bus services operating to Redhill.

INFORMATION ON OFSTED INSPECTION

The School underwent a short Ofsted inspection in June 2008. Copies of the summary report are available free from the School. The full report is also obtainable from the School (price £2.50) or free from the internet at www.ofsted.gov.uk.

Documentation on the curriculum, LEA and Governors' policies, Child Protection Policy and Government statutory orders and circulars can be inspected at the School.

The contents of this prospectus relate to the School Year 2007/2008 and, as applicable, for 2008/9 and 2009/2010. The information was correct, save as qualified, as at 23 July 2008. 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.

DATES AND TIMES OF OPEN EVENING AND OPEN MORNINGS (Autumn Term, 2008)

Open Evening :

Wednesday 24th September from 6:00 to 9:00 p.m.

Open Mornings : - *Please telephone to book a place on a tour which will start at 9:30 a.m.*

Tuesday 7th October
Wednesday 8th October
Tuesday 14th October
Wednesday 15th October



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