



Supplementary Information

Academy Status

In July 2011 Stanley Park High was granted an Academy Order by the DFE which allows us to convert as a part of the Sutton Partnership of Secondary Schools. At this time 11 of the 14 mainstream secondary schools have converted to full academy status. Despite being given permission to convert the Governors have decided to delay our conversion until after we have moved into our new building.

Admissions

The standard intake number at 11+ in 2013 is planned to be 210. Students of all abilities are admitted to this 11–19 mixed comprehensive school on the basis of parental preference, except when the number of applications exceeds the standard intake number of the school. In that case children will be given preference if parents can show one or more of the following, in order of priority:

1. Looked After Children.
2. Where there are professionally supported medical reasons or exceptional social reasons.
3. Where there will be an older brother or sister at the school at the time of the younger child's admission.
4. Proximity to the school from the pupil's home address, the distance measured in a straight line to the main entrance of the new school building, with those living closer to the school receiving the higher priority. The address to be used in the initial allocation of places will be the address on the 31st October 2011 unless a subsequent move has been accepted for allocation purposes.

Where two or more applicants share a priority for a place, the child allocated will be determined by the drawing of lots.

School places available in the current school year from September 2011 are:

	Published Number	Actual Number
Year 7	210	210
Year 8	210	210
Year 9	180	180
Year 10	180	180
Year 11	180	180

In recent years, and as a result of the increasing popularity of our school, the catchment area has decreased. Below is a list of our main feeder primary schools for entry in September 2011. The table also indicates the number of students from each of the feeder primaries.

School	Number of students
Bandon Hill	22
Barrow Hedges	9
High View	14
Holy Trinity	21
Stanley Park Junior	51

On entry into Stanley Park High each student will be placed into one of our 'Small-Schools' – Performance, Trade and World. Students will be placed in these 'Small Schools' according to information from the Primary schools. We will ensure that there is an equal number in terms of boy/girl and that the overall ability profile is the same in each school. Students will not be placed in a particular 'Small School' because they are known to have a particular ability, gift or talent. For example, a student that is good at music will not necessarily be placed in Performance. In years 7 and 8 students will spend virtually all of their time in these 'Small-Schools', with a maximum of 450 other students and it will be very much regarded as their home base.

Our fourth 'Small School', Horizon, will coordinate support for all students with Special Educational Needs. An important part of Horizon are our two Opportunity Bases, Aqua and Ignis, for students with Autistic Spectrum Disorder. Admission into each of these Opportunity Bases is coordinated by the Special Educational Needs Section of the Local Education Authority.

Assessment

At Stanley Park High we believe the main purpose of assessment is to enable each student to develop their full potential.

All assessment should enable students to know precisely what they have done well and what they need to do in order to improve. Assessment needs to be linked to students' work so that they know what aspects of the work will be assessed, how this will be done and what their role in the process is.

The Starting Point

When students transfer from Primary School they have attained National Curriculum Levels in Core (Maths, English and Science) and Foundation subjects. The following table explains the starting point and the minimum your son/daughter is expected to progress when compared to the National Average:

KS2 (End of Yr 6)	KS3 (End of Yr 9)	KS4 (End of Yr 11)
2	High 3/Low 4	E
3	High 4/Low 5	D
4	High 5/Low 6	C
5	High 6/Low 7	B
6 (Teacher Assessed)	High 7/8	A/A*

We will also use the MidYis online test, sat early in September by all year 7 students, in order to support the judgements made at KS2 and inform our target setting throughout Key Stages 3 and 4. There is no requirement for the students to prepare for this test.

The Assessment Journey

The school will continue to use the National Curriculum Assessment levels for English, Maths, Science, MFL and PE throughout years 7 and 8. As is common in most schools, we will utilise a number followed by a letter. For example: 5a, 5b and 5c, where 5a is a top 5, 5b is secure 5 and 5c is the bottom 5. These indicate the level the student is currently working at in a subject. Please note that a level 5 at the end of year 9 matches national expectations.

Students in Year 9 will continue to be assessed according to national curriculum levels in the Core Subjects (English/Mathematics/Science). In their Option Subjects students will be assessed by GCSE grades once the final options have started.

The rate of progress made towards a student's target level/grade will be by 'traffic lighting':

Red

- The student is not on track to meet their target with this rate of progress.

Amber

- The student is on track to meet their target with this rate of progress.

Green

- The student is secure to meet their target and may exceed their target with this rate of progress.

Assessment in the Excellent Futures Curriculum Area

All Schemes of Work are built around the assessment of the 10 skills areas and students' understanding and development of these skills. Self- and Peer- assessment is an ongoing part of the curriculum. As the tasks centre on regular presentations and group work tasks, students are regularly asked to make judgements about their own performance and that of their peers, giving constructive feedback initially in the form of WWW and EBI (What Went Well, Even Better If).

At the end of each week, students are required to reflect on their learning regarding 'subject knowledge' and the three key skills that they have been practising. Their self-assessment is completed in an **EFC Learning Journal**. At the end of the unit (each half-term) students are then required to give themselves a final assessment (on a scale of 1–5) of their ability in the skills. Reflections on how to improve are considered and parents read and sign this.

Every half-term students share their self-assessment with their tutor and an **EFC Skills Tracker** is completed by negotiation between the student and their teacher. Students assess themselves according to three areas:

- Working towards the skill – Bronze
- Consistently achieving the skill – Silver
- Being proficient in the skill – Gold

The EFC Graduation

The Skills Tracker is used as a guiding document towards awarding the student with a Bronze, Silver or Gold Award at the end of year 8 – when the students graduate from the EFC. This assessment tool is combined with a formal, twenty minute 'presentation' to the teacher, parent and member of the business community. Here, students offer a final evaluation of their achievements over the two year period of the EFC, demonstrating strengths in significant skills areas.

Informing Parents

Parents are kept fully informed regarding assessment and progress. Of course, contact can be much more regular than this. On a day-to-day basis it should be through the work of the Tutors under the guidance of the Progress Leader. This can be done via email or the Student Planner. There will also be a Parents' Evening and a full annual report during each academic year.

Attendance

All students should aim for 100% attendance in order to learn. Research shows that high attendance is reflected in better achievement. Students will be rewarded for attending school and being punctual.

The following is a summary of our policy and procedures:

- If your child has to be absent for any medical reasons such as appointments, the **Form Tutor** must be told in writing in advance. Please try to make all appointments outside of school hours.
- Absence through illness must be reported to the School Office by telephoning the dedicated absence line on the **first day**. The absence line number is **0208 254 7804**. All absences must also be explained in a letter after this.
- Holidays in term time are strongly discouraged and should only be requested in exceptional circumstances. In such cases holiday leave is at the discretion of the Headteacher. Requests should be made in writing using a form obtainable from the School Office. Leave will not be granted in Year 11.
- All students must report to the School Office to sign out if they have permission to leave the school site for any reason.

Behaviour

A calm, orderly environment is needed for good behaviour and constructive work. To help us achieve this Stanley Park High has a Behaviour Code for the classroom and a Governors' Behaviour Code. Form Tutors discuss and explain the codes to year 7 students and ensure they understand them.

Sanctions

Sometimes students do behave inappropriately and we expect parental support in dealing with any breach of our Behaviour Code. Children may be given detention without notice for up to 30 minutes after school any day. All detentions will be recorded in the Student Planner.

You will receive at least 24 hours notice of any detention longer than 30 minutes. These take the form of School Detentions (45 minutes) held every Thursday and Headteacher Detentions (60 minutes) held every Friday. Letters will be sent home by the Behaviour Support Team, under the Leadership of the Heads of School, indicating the need to attend these detentions.

Rewards

We all need praise and in too many schools students who do well do not get the attention they deserve. Students who bring credit on themselves by particularly good behaviour or academic work will be praised and that praise recorded by means of a Credit. Each Credit counts towards each individual's total. Certificates are awarded for the following number of individual Credits:

- Bronze – 10 points
- Silver – 20 points
- Gold – 30 points

Individual Credits also count towards overall House Totals.

Curriculum

In years 7 and 8 all students have fewer teachers and study fewer subjects than in most schools: English, Mathematics, Science, a Modern Foreign Language, Physical Education and the Excellent Futures Curriculum (EFC). Fewer subjects does not mean less learning. The development of our unique EFC provides the opportunity for greater depth of learning, greater meaning and greater motivation. It is a skills-based curriculum taught by the Tutor in mixed ability groups of 23 students and it equates to approximately half a student's timetable. For the EFC, students learn in a purpose built learning community with its own classrooms, playground space and outdoor learning space, including an allotment and small animal area. Students will enter the main part of the school for all other lessons and are free to move around the entire site at break times and lunchtimes.

In lessons students will learn in a wide variety of ways. These are of course in keeping with our status as an Applied Learning Specialist School and as a Lead School for Human Scale Education.

In the Autumn Term of year 9 students continue with their core subjects but choose from an extremely wide range of Taster Options that are supported by business and industry. In the Spring Term students select those Option subjects they wish to study throughout years 10 and 11.

Post 16 students can choose from a wide portfolio of courses designed to meet the rigorous demands of higher education and the workplace.

Educational Visits – Charging and Remissions Policy

The school works hard to provide a full range of educational journey opportunities for all its students. We would like to draw your attention to two heavily subsidised trips which we expect all students to attend to support the learning in the Excellent Futures Curriculum. In July 2013 there will be a trip to the Isle of Wight. In October 2013 there will be a trip to the First World War Battlefield in Ypres, Belgium.

The school can ask for parental contributions towards Educational Visits on a voluntary basis. However, it must be noted that if sufficient funds are not raised in this way, there is a chance that such visits will be cancelled and an alternative way of meeting the curriculum requirements will have to be used.

Extra Curricular

Stanley Park High students are expected to participate in school clubs. These activities take place at lunchtime and after school. There are opportunities to sing in choirs, play a variety of sports and take part in plays. Students are expected to attend at least one extra-curricular club per week.

Homework

Homework is set regularly. To allow for the different patterns and needs of homework in different subjects we do not have a rigid homework timetable. Instead we offer these recommended allowances as guidance for each subject in each year group below Post 16:

Subject	Yr 7	Yr 8
EFC	60	60
English	60	60
Maths	60	60
MFL	60	60
Science	60	60
Total	300	300

Subject	Yr 9	Yr 10	Yr 11
English	60	75	75
Maths	60	75	75
Science	60	60	60
RE	30	30	30
Option 1	45	60	60
Option 2	45	60	60
Option 3	45	60	60
Option 4	45	60	60
Total	390	480	480

All times are in minutes per week

These allowances will be regarded as a maximum for the subject in any week and can be used flexibly. Teachers will take account of a student's overall load before setting a due date. There will be occasions when teachers do not feel it appropriate to use their homework and may, by arrangement, choose to carry over this time to a later date to facilitate more sustained in-depth work by students. Similarly there will be students who wish to spend more time on given tasks. We strongly support them in doing so as long as it is not detrimental to their overall wellbeing or at the expense of other work set.

In addition, KS4/5 students studying for public examinations are expected to spend time revising and consolidating their knowledge and understanding.

House System

We have a very successful House System in which students contribute points to overall House Totals by doing well in their work or competing in House Competitions in a wide variety of activities. All students will be allocated to one of four Houses: Beeches, Carew, Oaks or Wandle. The only representation of this is through each student's PE Kit that has a coloured badge according to their House: Beeches – Yellow, Carew – Red, Oaks – Green, and Wandle – Blue. Students remain in the same house throughout their time at Stanley Park High.

Music Provision

A subsidised music service is currently available to students. Visiting teachers provide tuition in a range of musical instruments and students are encouraged to become involved in the musical life of the school.

Pastoral Care

Pastoral Care is of fundamental importance and this will be led by the Form Tutor. Your child's tutor will nearly always be the initial point of contact in the school and they will offer care and guidance through our unique tutoring programme. The Learning Progress Leader works very closely with all tutors to ensure that we successfully cater for each student's personal development and academic achievement.

Tutor Groups are mixed ability in years 7 and 8. The allocation of students into these Tutor Groups is based on information from the Junior Schools. At the start of year 9 students are carefully placed into very small Vertical Tutor Groups with students from the older year groups. They remain in these for the remainder of their time at Stanley Park High.

Religious Education and Collective Worship

We are a multi faith, multi cultural community and we value and respect everyone's faith.

Religious Education is taught to students within the EFC. This is in line with the requirements of the Education Reform Act (ERA), following the agreed Rotherham syllabus, adopted by Sutton LEA. Parents have a right to withdraw their child from RE lessons. Parents who wish to exercise this right are required to discuss the matter with the tutor in the first instance. All students in Key Stage 4 study the subject to GCSE Level and at Key Stage 5 are exposed to RE teaching and appropriate religious and cultural events. We make excellent use of our local community who are pleased to support us in this.

Throughout the year there are regular assemblies in year groups and in larger school arrangements. In these assemblies we collectively celebrate achievement, share insights and emphasise values. We hope that it will not be necessary for any parent to withdraw their child from our assemblies.

School Fund

As is common in all schools we would politely ask for parental support regarding School Fund contributions. The school fund collections are used to benefit the development of all our students. In the past we have, amongst others, used the fund in order to: supply students with a school planner, maintain and run the school mini-buses, cover the cost of affiliation fees to various organising bodies in order to run sports clubs and other extra-curricular activities and contribute to the cost of school outings.

Parents are asked to make a donation of £15 per year per child. For families with two children at Stanley Park High we ask for £25 and for three children £35.

Schools Meals

Parents' co-operation is sought in seeing that their children take lunch in one of the following ways:

- Purchasing a cafeteria lunch from the school canteen. The school provides an excellent lunchtime cafeteria service with a wide choice of foods and drinks, and a break-time snack service. If a pupil has a special dietary requirement, parents should inform the school in writing so that any necessary arrangements can be made. The students are encouraged to eat sensibly and a set meal may currently be purchased for £2.05 (main course and dessert). Chilled water is available from the dispenser in the canteen.
- Bringing a packed lunch to be eaten in the school canteen.

We have a cashless catering system in the school canteen, similar to that which exists in other local secondary schools. By removing the collection of cash, we are able to provide a much quicker service to the students as well as being able to provide parents with information on the eating habits of their child. As part of this system we use biometric registration as a means of identifying the students to their catering accounts.

Special Educational Needs

In monitoring student learning and achievement all teachers pay particular attention to those students who may be experiencing learning difficulties. Particular emphasis is given in years 7 and 8 where there is a distinct curriculum that focuses on literacy and learning to learn. This takes place in a specialist classroom and, when appropriate, by withdrawal to small groups.

Able, Gifted and Talented

Our very able, gifted and talented students are given every encouragement to develop their potential and will have the opportunity to involve themselves in a wide range of initiatives to support their very specific needs.

ASD Opportunity Bases

We have two opportunity bases. Aqua supports the learning of students with a Statement of 'Mild' Autism. These students spend at least 70% of their time in one of the three 'Small Schools'. This will include the Excellent Futures Curriculum. Students in Ignis have Statements of 'Moderate' Autism and will spend virtually all of their time in the base.

Specialisms

We hold Combined Specialism status in Applied Learning and Mathematics & Computing (www.ssat.org.uk). We are also a Lead School for Human Scale Education (www.hse.org.uk).

We are justifiably proud of these specialisms and they are integral to all of our policies and procedures.

Sports Academies

We will endeavour to maximise the use of our excellent Sports Facilities by developing Academies in a wide range of Sports. From September 2011 we became linked with the Carshalton Athletic Football Academy. Students aged 16–18 are coached by a UEFA licensed coach during the school week and compete against teams in the Conference Youth League on Wednesday afternoons. Outside of their coaching and matches students study from a range of subjects alongside the other Post 16 students.

Timings of the School Day

Times at which the school session begins and ends:

Days	Morning	Afternoon
Monday, Wednesday, Thursday & Friday	08.30	15.15
Tuesday	08.30	14.25

Uniform List

School Uniform – Boys	School Uniform – Girls
Blazer, navy with new badge	Blazer, navy with new badge
Tie, navy and gold	Plain white reverse collared blouse L/S or S/S
Plain white shirt L/S or S/S	* Jumper, blue v necked with gold edge
* Jumper, blue v necked with gold edge	Banner pleated skirt grey, Henley (3596) or
Banner trousers grey, Surrey (2706), Suffolk (2732), Richmond (2743) or Kingston (2755)	Banner trousers grey, Hadley Hipster (3834) or Lingfield Bootleg (3832)
Socks, plain black	Socks, plain black ankle or knee high
* School scarf	or Tights, plain black
Outdoor coats – plain black or navy	* School scarf
Years 7 – 9 – Backpack with school logo	Outdoor coats – plain black or navy
Year 10 – Backpack with school logo or locker bag	Years 7 – 9 – Backpack with school logo
Year 11 – Black or blue bags	Year 10 – Backpack with school logo or locker bag
	Year 11 – Black or blue bags
	Plain black, navy blue or brown hair bands

PE Uniform (Outdoor) – Boys	PE Uniform (Outdoor) – Girls
Navy blue games shirt, with house logo	Navy blue games shirt, with house logo
Plain navy blue shorts	Plain navy blue shorts or skort
Plain navy blue football socks	Plain navy blue football socks
Boots and Trainers	Boots and Trainers
*School tracksuit years 7–9 with school logo	*School tracksuit years 7–9 with school logo
Towel	Towel

PE Uniform (Indoor) – Boys**	PE Uniform (Indoor) – Girls**
Navy blue polo shirt with house logo	Navy blue polo shirt with house logo
Plain navy shorts	Plain navy blue shorts or skort
Plain white ankle socks	Plain white ankle socks
Trainers	Trainers
Towel	Towel

* Optional

Please note where a part of the uniform is optional, students choosing to wear that item must use the school version.

**All students in years 10/11 only require outdoor PE Uniform.



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