

ROYAL  
ALEXANDRA  
& ALBERT  
SCHOOL



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# PROSPECTUS SUPPLEMENT

October 2012

## TEACHING STAFF 2011/2012

### SENIOR LEADERSHIP TEAM

Mr P Spencer Ellis B.A. M.Phil NPQH  
Mr G Bendall B.Sc.(Hons) PGCE  
Mr C Bingham B.Sc.(Hons) PGCE  
Mrs D Bromley B.Sc.(Hons) FCA  
Mrs K Hobbs M.A. NPQH Cert.Ed  
Mr S King B.Ed.(Hons) QTS  
Dr I Salman Ed.D. M.S. B.Ed. NPQH

Headmaster  
Senior Assistant Head  
Deputy Head – Director of Boarding  
Bursar, Foundation Secretary  
Deputy Head – Director of Studies  
Assistant Head  
Head of Junior Department, NQT Assessor

### TEACHING – FULL TIME

Miss A Baker B.A.(Hons) PGCE  
Mr C Baker B.A.(Hons) QTS

English  
Head of DT, Assistant Key Stage 4  
Co-ordinator

Miss O Baxter B.Sc (Hons) PGCE  
Miss T Bellaby LLB M.A. PGCE  
Ms C Blackstock B.A. PGCE  
Mr D Brackpool M.Sc. M.A. B.A. PGCE  
Mrs D Bradley B.A.(Hons) QTS  
Mr M Brown B.Sc.(Hons) QTS  
Ms A Butler B.A.(Hons) QTS  
Mr S Carr B.A.(Hons) PGCE  
Miss H Clark B.A.(Hons) PGCE  
Mr A Codling B.Sc.(Hons) GTP  
Mrs A Danaee M.A. B.A. QTS

Head of ICT  
Head of Social Science  
Science  
English, Deputy Head of Sixth Form  
Junior – Year 6  
Physical Education, Head of Year 8  
Head of Music  
Geography  
Junior – Year 3  
Mathematics  
Head of Modern Foreign Languages, Key  
Stage 4 Co-ordinator

Miss R Donohoe B.A.(Hons) QTS  
Ms C Dunstall B.A.(Hons) PGCE  
Mr J Foreman B.Sc.(Hons) PGCE  
Mrs E Glover B.Sc.(Hons) PGCE  
Mr B Greenhalgh B.A.(Hons) PGCE  
Mr C Harrison B.A. B.Sc.(Hons) QTS

Junior – Year 5  
English  
Mathematics  
Head of Mathematics  
Head of Land Based Studies  
Head of Gloucester House, Physical  
Education

Mrs F Hartigan B.Ed.(Hons) Cert.Ed.

Head of Cornwall House, Learning Support  
Co-ordinator, English

Ms R Horton B.Sc.(Hons) PGCE  
Fr P Johnstone M.A. BD AKC QTS  
Mr C Jones B.A. QTS  
Mrs A Jones B.A.(Hons) PGCE  
Mr M Jones B.A.(Hons) QTS

Mathematics  
Head of Albert House, School Chaplain  
Design & Technology  
Junior - Year 5

Miss C Kaye B.A.(Hons) QTS

Mathematics, Physical Education, Key  
Stage 3  
Co-ordinator

Miss A Keen B.A.(Hons) PGCE  
Ms E Kemp-Gee B.Sc.(Hons) QTS  
Ms R Killen B.A.(Hons) PGCE  
Miss N Langton B.Ed. QTS  
Mrs L Lawrence B.A.(Hons) QTS

Director of Sport, Head of Physical  
Education  
Head of Economics and Business Studies  
Science  
Head of Art  
Mathematics  
Business Studies, ICT, Assistant Key Stage  
4 Co-ordinator

Mr J Leoffeler B.A.(Hons) PGCE  
Ms J Lord B.A. PGCE  
Ms E Love B.A.(Hons) QTS  
Mr M Loveday B.A.(Hons) PGCE  
Mrs A MacDermott B.A.(Hons) PGCE  
Mrs R Maddox B.A.(Hons) PGCE  
Ms R Mahmud B.Sc.(Hons) PGCE

Junior - Year 6  
Countryside and Environment  
Head of Drama  
History  
Head of English  
Dance, Assistant Key Stage 3 Co-ordinator  
ICT

Mr R Mohammed-Ali LLB PGCE	Modern Foreign Languages
Mr R Morgan M.Eng.(Hons) PGCE	Science
Miss J Nelson B.Sc.(Hons) PGCE	Science
Ms N O'Connell B.Sc.(Hons) PGCE	Science
Mr M Pawson B.A.(Hons) PGCE	Head of Sixth Form
Mr A Phillips B.A.(Hons) PGCE	English
Mr M Radford B.A.(Hons) PGCE	Art
Mr S Randolph B.A. PGCE	Head of Year 7, English
Ms I Rolland B.Eng.(Hons) QTS	Science
Mr I Rowe B.A. Grad.Dip.Tech. M.A. in Ed	Head of Kent House, Mathematics
Mr J Sampieri Maitrise PGCE	Modern Foreign Languages
Mr S Shaw B.Sc.(Hons) PGCE	Psychology, Social Studies
Miss Z Shimmin B.Sc.(Hons) PGCE	Physical Education
Ms D Smith B.Soc.Sci. QTS	RE
Ms F Standing B.A.(Hons) M.A. PGCE	Junior – Year 5
Mr D Stephens B.Ed.(Hons)	Science
Mr M Stephens B.Sc.(Hons) PGCE	Science
Mr H Stevenson B.A. QTS	English
Mr D Swan B.A.(Hons) QTS	Head of Edinburgh House, English, Physical Education
Ms H Trenner B.A.(Hons) PGCE	Junior – Year 4
Mr W Truter B.Sc.(Hons) PGCE	Science
Miss A Vaughan B.A.(Hons) PGCE	Head of Geography
Mrs J Walker B.A. PGCE PG Diploma	Head of Alexandra House, Business and Economics
Mr H Warnock-Smith B.A.(Hons) GDL QTS	Head of History
Mr P Washer B.A.(Hons) QTS	Physical Education
Ms G Watford B.A.(Hons) QTS	Modern Foreign Languages
Ms S White B.Sc.(Hons) PGCE	ICT
Ms L Willighan B.A.(Hons) PGCE	History
Ms C Zentilin B.A.(Hons) QTS	Design and Technology
<b>TEACHING – PART TIME</b>	
Mrs F Davies B.Ed.(Hons)	Modern Foreign Languages
Mrs J Greenhalgh B.A.(Hons)	Countryside and Environment
Ms L Hart B.A.(Hons) PGCE	Citizenship
Mrs S Kay B.Sc.(Hons) QTS	Science
Mrs V King B.A.(Hons) QTS	Physical Education
Mrs D Martin Cert.Ed.	Senior Tutor (Pastoral)
Mrs D Miller Tech.Dip.	Food Technology

## MEMBERS OF THE GOVERNING BODY

	<i>Type of Governor</i>	<i>Start Date</i>	<i>End of Term</i>
<b>Chairman</b>			
Mr W Gillen	Foundation	05.05.06	04.05.14
<b>Vice Chairman</b>			
Mr J R Billingham	Foundation	24.04.99	31.08.14
<b>Headmaster</b>			
Mr P Spencer Ellis		05.03.01	Ex Officio
<b>Clerk to the Governors</b>			
Mrs D Bromley			
Mrs N Baldwin	Parent	21.09.04	11.11.12
Mr J Calder	Foundation	31.03.11	30.03.15
Mrs E Clark	LEA	01.09.06	31.08.14
Mr J Cornish	Foundation	23.03.06	Ex Officio
Mrs V Gaunt	Staff	15.12.11	14.12.15
Dr M Giles	Parent	22.06.10	21.06.14
Mr C J Green	Foundation	06.01.05	05.01.13
Mrs J Keegan	Foundation	01.03.97	30.01.16
Mr B U Lambert	Foundation	24.04.95	31.08.14
Mrs M O'Farrell	Foundation	16.12.09	15.12.13
Mrs R Patel	Parent	03.06.09	02.06.13
Mr I Rowe	Staff	07.10.09	06.10.16
Mrs J Sherlock	Parent	29.11.07	13.12.15
Mr G Williams	Foundation	23.09.04	Ex officio
<b>Associate Members</b>			
Mr G Bendall		01.09.12	31.08.13
Mr C Bingham		01.09.12	31.08.13
Mrs K Hobbs		01.09.12	31.08.13
Mr S King		01.09.12	31.08.13
Dr Ines Salman		01.09.12	31.08.13

## HEADS OF BOARDING HOUSES

Albert House	Fr. P. Johnstone
Alexandra House	Mrs. J. Walker
Cornwall House	Mrs. F. Hartigan
Edinburgh House	Mr. D. Swan
Elizabeth House	Mrs. N. Pratley
Gatton Hall	Mrs. V. Sampieri
Gloucester House	Mr. C. Harrison
Kent House	Mr. I. Rowe
Rank Weston House	Dr. I. Salman

# ADMISSIONS POLICY

## Admissions Policy for Entry in the School Year 2013/14

Approved by the Chairman of the Governing Body on 29th March 2012

Next review: Spring 2013

### Introduction

The School was established under the Royal Alexandra and Albert School Act 1949, which united the Royal Alexandra School and the Royal Albert School at Gatton Park. The new school, which united two orphanage schools with Royal patronage, was founded as a boarding school with a distinct Church foundation.

The school has always been a boarding school, and Governors are resolved to preserve this and are keen to promote the benefits of boarding education.

Full boarders live and sleep at the School during term time though they may go home from Saturday after lessons until Sunday evening. Flexi Boarders stay at the School for an extended day and are required to sleep at School for between seven and ten nights each year at dates determined by the School. There is no entitlement for Flexi Boarders to stay more than 10 nights per year, but if it is agreed that they can stay for additional nights, an additional charge will be made.

For applicants from outside the UK: As a maintained school the Royal Alexandra and Albert School can admit UK and other EU or EEA nationals. Applicants from outside the EU or EEA must have the right of residence in the UK (without the use of a Tier 4 visa).

The Admission Numbers for each category for each year of entry shall be as follows:

Year of Entry	Boarders	Of whom: full boarders	Of whom: flexi boarders
3	47	27	20
7	103	46	57

### Sixth Form

There is no pupil admission number for Year 12 as the School expects normally to admit its own Year 11 pupils. In the case of casual vacancies, application should be made directly to the School.

### Admissions Procedure

#### *Suitability for Boarding*

In accordance with Para 1.40 of the School Admissions Code 2012 the assessment of suitability for boarding is totally separate from the oversubscription criteria and will be undertaken prior to the Governors applying the oversubscription criteria.

In order to determine the suitability of an applicant to board the School will have regard to

- a) the outcome of an interview with the applicant carried out for that sole purpose
- b) information provided by the applicant's current school or – if he or she is currently out of school – previous school requested and provided for the same purpose
- c) information provided by the home local authority on safeguarding issues
- d) whether the applicant presents a serious health and safety hazard
- e) whether the applicant would cope with and benefit from a boarding environment

### Over subscription

In the case of over subscription the following criteria will apply:

#### Full boarders

Any child who has a statement of Special Educational Needs which names this School to meet their needs will be allocated a place first and after that, places will be allocated in the priority order specified below.

First priority will be given to applicants who are looked after by a local authority in England and Wales, in accordance with section 22 of the Children Act 1989(b) or who ceased to be so because they were adopted (or became subject to a residence order or special guardianship order).

Second priority will be given to applicants whose parents are entitled to receive the Continuity Education Allowance (CEA) of the Ministry of Defence.

Third priority will be given to applicants with a boarding need. This may include children at risk or with an unstable home environment and children of service personnel who have died whilst serving or have been discharged as a result of attributable injury, children of key workers working abroad and Crown Servants working abroad (eg the children of charity workers, people working for voluntary service organisations, the diplomatic service or the European Union, teachers, law enforcement officers and medical staff ) whose work dictates that they spend much of the year overseas.

Fourth priority will be given to applicants who have a sibling boarding at the school, including in the Sixth Form. Sibling refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer's partner where the child for whom the School place is sought is living in the same family unit at the same address as that sibling.

Fifth priority will be given to applicants where the parent with whom the child normally resides, works at the School. The parent's normal working hours at the School must be a minimum of 25 hours per week. The parent must have been employed at the school for two or more years at the time at which the application is made, and/or have been recruited to fill a vacant post for which there is a demonstrable skill shortage. Term dates, and the lesson timetable (which includes Saturday morning lessons) at this School are significantly different from those of other local schools and there is an obvious inconvenience for those who work at the School but whose children are at other local schools.

Sixth priority will be given to all other applicants for places as boarders.

### **Flexi Boarders**

Any child who has a statement of Special Educational Needs which names this School to meet their needs will be allocated a place first and after that, places will be allocated in the priority order specified below.

First priority will be given to applicants who are looked after by a local authority in England and Wales, in accordance with section 22 of the Children Act 1989(b) or who ceased to be so because they were adopted (or became subject to a residence order or special guardianship order).

Second priority will be given to applicants whose parents are entitled to receive the Continuity Education Allowance (CEA) of the Ministry of Defence.

Third priority will be given to applicants with a flexi boarding need. This may include children at risk or with an unstable home environment and children of service personnel who have died whilst serving or have been discharged as a result of attributable injury, children of key workers working abroad and Crown Servants working abroad (eg the children of charity workers, people working for voluntary service organisations, the diplomatic service or the European Union, teachers, law enforcement officers and medical staff ) whose work dictates that they spend much of the year overseas.

Fourth priority will be given to applicants who have a sibling who is a flexi boarder or a day boarder. Sibling refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer's partner where the child for whom the School place is sought is living in the same family unit at the same address as that sibling.

Fifth priority will be given to applicants where the parent with whom the child normally resides, works at the School. The parent's normal working hours at the School must be a minimum of 25 hours per week. The parent must have been employed at the school for two or more years at the

time at which the application is made, and/or have been recruited to fill a vacant post for which there is a demonstrable skill shortage. Term dates, and the lesson timetable (which includes Saturday morning lessons) at this School are significantly different from those of other local schools and there is an obvious inconvenience for those who work at the School but whose children are at other local schools.

Sixth priority will be given to all other applicants for places as boarders.

### **Tie breaker**

For any oversubscription category, if a further criterion is needed, it shall be proximity from the main home address of the pupil in a straight line to the main gate of the School (as shown on the Surrey Local Authority website), with the nearest receiving preference. In the case of a tie or where there are two or more residences sharing the same address or the same "main entrance", lots will be drawn by an independent person nominated by Surrey Local Authority.

"Main home address" is defined as where the child normally spends the majority of weekday nights during term time in the direct care of a parent.

### **Waiting List Procedures**

The School maintains a waiting list for each year group for both full boarding and flexi boarding places that may become vacant.

Parents of candidates who are unsuccessful in obtaining a place should indicate whether they wish to remain on a waiting list. Waiting lists are maintained for one term after the September of the year in which admission was originally sought. For example, unsuccessful candidates for admission in September 2013 would remain on a waiting list until January 2014, unless they indicate in writing that they wish to remain upon the waiting list for longer. The length of time on the waiting list is not material to whether or not a place is finally awarded.

Candidates on the waiting list will be considered along with any new applicants at the point when any vacancy arises. The place will be awarded according to the stated oversubscription criteria. Candidates judged to be unsuitable for boarding will not be kept on a waiting list. They may, however, reapply and be reassessed for each year of entry.

### **Timeline**

#### ***Flexi Boarding***

Applications for Year 3 and Year 7 that are received before the deadline (as stated on the School website) will be processed according to Surrey Local Authority's application timelines.

Applications received after that date will be treated as late applications and will not be considered in the initial allocation round of places for the relevant year group. Applications for other year groups will be processed as quickly as possible.

#### ***Full Boarding***

Applications for Year 3 and Year 7 that are received before the deadline (as stated on the School website) will be processed according to Surrey Local Authority's application timelines.

Applications received after that date will be processed as quickly as possible. Applications for other year groups will be processed as quickly as possible.

These admissions criteria apply to all admissions in the year 2013/14.

### **SIXTH FORM**

All students who are currently on roll at the Royal Alexandra and Albert School in Year 11 are automatically offered places in Year 12 if they achieve the requirements for the Sixth Form. If there are any places available after this, there may be casual vacancies available for external candidates.

## MISSION STATEMENT

*'Royal Alexandra and Albert School is committed to providing an environment in which all will achieve their full academic, social and spiritual potential in order to become valued members of society.'*

This Mission Statement underlies all that we do, and the way in which we teach in School and care for the pupils in their boarding environment.

## OUR CURRICULUM

### **Our Curriculum**

We are all different and each of us will achieve differently. In recognition of this we set individual targets, both short and long-term, for individual subjects and for individual students. These targets are formulated from base-line test information, which has been validated by thousands of pupils in this and other schools. Each pupil's challenge is to exceed his or her own individual target. We help this process by endeavouring to keep class sizes to a maximum of 26 in Key Stage 2 and 25 in Key stages 3 and 4. Current average class sizes are 25 in Key Stage 2, 20 in Key Stage 3 and 21 in Key Stage 4.

In Key Stages 2 and 3 (from the ages of 7 to 14), pupils follow the National Curriculum with its core of English, Maths and Science, together with the usual other subjects. As a school combining both Primary and Secondary, we are able to enrich the Primary curriculum by providing specialist Secondary teachers for Science, Design & Technology and P.E. / Games.

In Key Stage 4, the subjects and courses followed will depend on each individual pupil and his or her own natural ability. We run a whole variety of courses to suit the pupils who come to the school. In Key Stage 4 it is usual to study 10 GCSE courses. The Core subjects are English Language and Literature, Maths, Dual Award Science and ICT. In addition, pupils have the opportunity to study one or two Modern Languages (French and Spanish), the three Sciences as individual subjects rather than the Dual Award, a Technology subject (Resistant Materials, Graphic Products, Product Design or Food Technology), History, Geography, R.E., Music, Drama, Business Studies, Art and Sports Studies. In addition we offer new double GCSEs in Horse Care and Countyside & Environment.

If you look at marked exercise books of Secondary pupils you will see **T+**, **T** or **T-** which indicates whether the individual has succeeded in exceeding, achieving or not meeting his or her own targets. You should also expect to find suggestions of how each pupil can improve his or her next piece of work. We welcome parental support in checking prep diaries (homework diaries) to ensure that this vital part of schoolwork is progressing well.

### **Information and Communication Technology**

This is perhaps the one area where we treat all pupils in the same way. ICT is a compulsory subject right through the School. We believe that all pupils need to have good ICT skills and to have the ability to produce work on computers, to communicate by e-mail and to carry out research via the Internet. Young people in Primary or Secondary education today will be working in a world where computers are as ordinary a working tool as the ballpoint pen or the telephone. We are, however, prepared to let pupils choose which qualification they go for. In Key Stage 2 all Primary children have regular lessons in one of the Secondary ICT rooms – a natural benefit of this 7-18 age group school.

### **School Chapel**

We are fortunate, we not only have a fine Chapel but also the services of a Church of England chaplain who takes assemblies in Chapel. All pupils have an assembly with the Chaplain in Chapel on a weekly basis. The Headmaster also takes assemblies for all year groups, generally speaking, in Chapel. All pupils have a weekly house assembly and a weekly year group assembly. Our weekend Chapel service is often on a Saturday evening but occasionally on a Sunday evening. Pupils are actively involved in planning and conducting Chapel Services.



Parents have the right to withdraw their children from the daily act of collective worship by written request to the Head. Religious Education is taught according to the Surrey Sacre Scheme.

### **Special Needs**

Some people think *Special Needs* means helping the least able. This is not our philosophy. Every pupil – every individual – has his/her own particular needs. We have a programme for pupils identified as “Gifted or Talented” in specific subjects. The School’s aim is for each pupil to fulfil his/her potential and, if possible, exceed his/her individual targets. On occasion, when we need advice on specific cases, we do consult with outside agencies e.g. CAMHS (Child Adolescent Mental Health Service), Social Services etc, about pupil concerns. If it were deemed necessary to use those agencies for additional support, parents would, of course, be contacted. We have a part-time Special Education Needs Co-ordinator (“SENCO”) who is responsible for both Primary and Secondary pupils and who also teaches English. We do not have any Special Needs Teachers, but any statemented pupil receives in-class support from a Learning Support Assistant (“LSA”) for the number of hours specified in the statement.

The School’s Special Educational Needs (“SEN”) Policy reflects the current Code of Practice. Screening tests and baseline tests are administered to all our pupils to ensure early identification of SEN and our reference request system for boarders requires any SEN information to be supplied to the school before the pupil joins as a boarder. The SENCO with her team of LSA’s maintains comprehensive records of all pupils in the school’s SEN register. There is a dedicated SEN classroom and resource area together with an office.

### **Sport and Physical Education**

The School was given the *Sportsmark* award for the quality and breadth of our Sporting Provision in 2000 and again in 2003. This award, made by Sport England, (formerly The Sports Council) recognises us as among the best of the maintained and independent schools in the nation for sport. However, sport is not just for the members of School or County teams – and, for a small school, we have a large number of players in representative teams. Our aim is to encourage everyone to build up the habits of a healthy lifestyle, as well as to bring out the best in our competitive sports men and women. We field teams in a wide range of sports, particularly Rugby and Football for boys and Netball, Hockey and Swimming for girls. Athletics, Cricket, Tennis, Table Tennis and Cross Country all bring their successes in matches or tournaments. More unusually, over a hundred pupils take lessons in the School’s own Riding School, which is BHS (British Horse Society) approved.

### **Performing Arts**

We have a flourishing Music Department with excellent teaching facilities and practice rooms. There is a professionally designed Drama Studio. Over one hundred pupils are learning to play a variety of musical instruments or take singing lessons and a similar number have dance lessons. We have converted an old gymnasium into a fully equipped air conditioned theatre with tiered seating for an audience of 400.

As a boarding school, we believe it is our duty to offer to pupils as many as possible of the activities which they might take up at home. The Duke of Edinburgh’s Award scheme is popular, as is the junior version “Young Gattonians”. There is a Scout Troop, Army Cadets and Cub Scouts which attract many pupils every day.

# USE OF THE PUPIL PREMIUM

## Use of the Pupil Premium in 2011/12 and plans for next academic year

We were allocated £43,712 for the academic year 2011/2012. We had 156 Service children, 32 children receiving Free School Meals and 9 Looked after children aged between 7 and 18.

### **Mentoring and pastoral support: £18,000**

We have expanded our mentoring and pupil support service. We have put in place dedicated mentoring for all children in receipt of Pupil Premium. The issue for many Service children is that of pastoral support as they move schools and face additional pressures and concerns rather than necessarily academic intervention. We therefore have developed a system which allows for a mentor meeting shortly after arrival at school, which is then followed by a bespoke programme of ongoing monitoring and support.

#### *School counsellor*

We have a school counsellor who works with us one day per week. Any member of staff can refer children to this service via the Health and Welfare group or indeed children could self refer.

### **Careers advice and guidance for Y9, 10, 11 & Sixth Form: £4,000**

We have enhanced our in house careers support with the additional hours and training for our librarians to take on this role and in the creation of an additional Assistant Head of Sixth form position with a particular focus on careers.

We have employed a careers advisor for one day per week who has provided individual career advice and guidance. All pupils in Y11 and Y13 were offered an appointment, with a focus on those without a provisional progression route by the end of September. All Sixth form students wishing to enter work received an appointment. In January the focus was directed to Y9 choosing GCSE options. From Easter the focus was directed to Y10.

All Year 9 pupils had the opportunity to visit either the Surrey Skills fair, or a Gifted and Talented day at Kingston University or a day at Surrey University in order to ensure that they were aware of the options Post 18.

### **Intervention work:**

The school has an Intervention coordinator who supports all departments when working with pupils who required intervention at both ends of the spectrum. Our program extends from subject support and one to one tuition to the provision of extension materials, resources and activities for Gifted and Talented pupils. In addition we employ external speakers to work with pupils on areas such as motivation, revision techniques and careers.

### **One to one tuition: £15,000**

One to one tuition is provided for Maths and English for any pupil who is falling behind in their progress in either or both subjects. 41 Pupil premium children benefited from this support, 29 Service children, 3 Looked after children and 9 FSM.

### **Year 11 Curriculum support: £1,000**

Additional support was provided for Year 11 pupils aiming to reach grade C English and Maths. This included additional teacher support, mentoring and additional resources. 7 Service children and 1 FSM received this intervention.

### **Additional Special Educational needs support: £2,000**

50 Pupil Premium children are on the SEN register, 4 with statement, 29 school action plus and 17 school action. We have invested in additional support for the Pupil Services team and additional training in areas of emotional support.

### **Literacy support groups:**

In the Junior school additional literacy support groups are provided for all year groups.

In Years 7,8 & 9 additional support is provided for pupils with low levels of literacy. This included reading booster groups in Year 7 and literacy support lessons in years 8 & 9 for two groups of 6 pupils.

In Year 10 two additional GCSE English groups were created to provide individual support for identified pupils.

### **Looked after children: £3,000**

Additional resources were provided to ensure that looked after children were able to access all areas of the curriculum and school life. This has included supporting residential and non residential visits linked to the curriculum, providing curriculum resources and ensuring that pupils can access extra curricular activities.

We also provided one to one tuition for identified pupils in receipt of pupil premium for specified subjects to respond to particular needs.

### **Gifted and Talented: £3,000**

All departments were able to bid for additional resources to support Gifted and talented pupils and work. The Extended Project qualification was offered for the first time in the Sixth form. Targeted pupils were taken to visit Cambridge University and provided with additional support in order to consider the range of options available to them Post 18.

Total for identified Pupil Premium elements of above: £46,000 *(Total exceeds Pupil Premium income for 2011-2012 as this budget was supplemented from other budgets if a need was identified and the amount also reflects the fact that non pupil premium pupils were also able to benefit from some of the provision.)*

## **PUPIL PREMIUM PLAN FOR 2012- 2013 - £86,400**

We intend to continue to provide and enhance the services and support as in 2011-2012 with the addition of an enhanced tracking system to ensure that the impact of all interventions can be effectively monitored across all year groups. We also intend to expand our provision to include:

### **Intervention tracking for pupil premium**

To enhance direct monitoring and tracking for Pupil premium pupils. To provide additional intervention programmes for particular cohorts of Pupil premium pupils.

### **Careers advice**

To increase the amount of time received by the careers advisor to ensure all Pupil Premium pupils, particularly those in the Sixth form and those who may possibly fall into the NEET (not in education, employment or training) category.

### **Pastoral support and academic tracking**

To increase the pastoral team by one person to ensure that full academic tracking and support of all pupils but particularly pupil premium can take place.

### **Reading support programme**

To research and invest in a reading support programme for Key Stage 3. To include enhancement of the school library and boarding house libraries.

### **Prep support**

To provide additional staffing who can support, assist and monitor prep.

# ABOUT THE SCHOOL

## **The school day**

We are primarily a boarding school. The majority of pupils live in one of the school's nine boarding houses. Some parents who work long hours during the week appreciate the opportunity to have their children in boarding. Other parents have jobs which make them move too frequently to allow continuity of education and a certain number of parents live overseas. We are both school and home to some 430 young people. Priority for non-boarding admission is for Flexi Boarders. The Flexi Boarding structure allows pupils to arrive in school any time after 7.30 am, have a full breakfast, then stay after lessons, eat an evening meal, do their "Prep" (as we call homework) and take part in the activities arranged for boarders or simply socialise with their friends in a boarding house. This is entirely flexible, and there is no requirement for Flexi Boarders to arrive early or remain after school on any specific day. Flexi Boarders are expected to stay at the school for 7-10 nights a year.

## **Our environment**

We are fortunate to be situated in 260 acres (or 100 hectares) of finest Surrey parkland with a Palladian Mansion, three lakes, a heronry and a flourishing population of deer. This is certainly an idyllic place for young people to work and play. As the only state boarding school in England to offer continuous education from Year 3 to Year 13, we have brothers and sisters from as young as 7 to as old as 19, together within the same community.

## **What is a "valued member of society"?**

Our aim is to produce individuals who use their different talents to the full. We intend that our pupils should have the capacity to think for themselves, to know their own minds but to have the flexibility to listen to others. We encourage all pupils to appreciate the needs of others and be sensitive to them, to work in teams, to be able to recognise right from wrong and to have the courage to speak out.

## **School Uniform**

All pupils in Year 3 to Year 11 are required to wear school uniform. A list is available from the Admissions Officer or at: [www.schooluniformsonline.co.uk](http://www.schooluniformsonline.co.uk)

Sixth formers are expected to wear 'business dress'.

## **How do I get more information ?**

Please contact our Admissions Officer for the dates for our open mornings. These start at 9am, when there is the chance to meet the Headmaster and some of his Senior Team as well as tour one or two boarding houses and the School's many facilities.

Our Admissions Officer tel: (01737) 649 001 or e-mail [Admissions@gatton-park.org.uk](mailto:Admissions@gatton-park.org.uk) is able to arrange tours of the School at other times. The Headmaster, Paul Spencer Ellis, is also happy to deal with specific questions that you may have: e-mail [Headmaster@gatton-park.org.uk](mailto:Headmaster@gatton-park.org.uk)

## **How do you apply to us ?**

Our Application forms are available on our website ([www.raa-school.co.uk](http://www.raa-school.co.uk)). They can also be obtained from our Admissions Officer.

All applicants must complete two forms. For parents living in Surrey, this is the Surrey County Form. Those living outside Surrey must use the form provided by their own Local Education Authority (See [www.surreycc.gov.uk/admissions](http://www.surreycc.gov.uk/admissions)). In addition to an Education Authority Form, all applicants must submit a school application form.

## TERM DATES

### Autumn Term 2012

Boarders return	6.00pm Sunday 2 <sup>nd</sup> September
Lessons begin	8.30am Monday 3 <sup>rd</sup> September
Half term begins	3.30pm Friday 19 <sup>th</sup> October
Boarders return	7.00pm Sunday 4 <sup>th</sup> November
Lessons begin	8.30am Monday 5 <sup>th</sup> November
Term ends	3.30pm Wednesday 19 <sup>th</sup> December

### Spring Term 2013

Boarders return	7.00pm Wednesday 9 <sup>th</sup> January
Lessons begin	8.30am Thursday 10 <sup>th</sup> January
Half term begins	3.30pm Friday 15 <sup>th</sup> February
Boarders return	7.00pm Sunday 24 <sup>th</sup> February
Lessons begin	8.30am Monday 25 <sup>th</sup> February
Term ends	3.30pm Thursday 28 <sup>th</sup> March

### Summer Term 2013

Boarders return	7.00pm Sunday 14 <sup>th</sup> April
Lessons begin	8.30am Monday 15 <sup>th</sup> April
Half term begins	3.30pm Friday 24 <sup>th</sup> May
Boarders return	7.00pm Sunday 2 <sup>nd</sup> June
Lessons begin	8.30am Monday 3 <sup>rd</sup> June
Term ends	3.30pm Friday 5 <sup>th</sup> July

#### Please note:

\*Half-term and end of term starts at the **end** of the school day – 3.30 p.m.

\*Bank Holiday: Monday 6<sup>th</sup> May 2013 is a normal school working day.

## ABSENCE STATISTICS

Number of pupils Year 3-11	813
% Sessions (1/2 days) missed through authorised absence	4.7%
% Sessions (1/2 days) missed through an unauthorised absence	0.25%

# RESULTS

## Key Stage 2 Results for 2012

The target for Year 6 is to achieve Level 4 or above.

	% achieving Level 4 or above	% making expected progress	% achieving Level 5 or above
English – Reading	98	tbc	44
English – Writing	85	tbc	13
Mathematics	90	tbc	49

## Key Stage 3 Results for 2012 (Teacher Assessment)

	1	2	3	4	5	6	7	8	E	Abs
English	0	0	1	9	42	37	12	0	0	0
Maths	0	0	1	2	23	38	32	2	1	0
Science	0	0	0	7	20	42	29	2	0	0

Art	0	0	0	1	19	48	27	4	0	0
Design & Technology	0	0	0	1	44	55	1	0	0	0
Geography	0	0	1	7	30	47	15	0	0	0
History	0	0	0	5	39	45	11	0	0	1
Information Technology	0	0	0	1	53	41	4	0	0	1
Modern Foreign Languages	0	0	6	45	36	9	1	0	0	3
Music	0	0	0	21	67	11	1	0	0	0
Physical Education	0	0	0	0	32	63	5	0	0	0
Religious Education	0	0	0	11	40	45	4	0	0	0

E - Exceptional performance

Abs - Absent

## Key Stage 4 Results for 2012

% achieving 5+A*-C GCSEs incl. Eng & Maths	68%
% achieving the English Baccalaureate	20.5%
% of pupils making expected progress	tbc

## GCSE results by Gender

	Pupils	Entered 5+ GCSEs	Achieved 5+ GCSEs A*-C incl E+M	Achieved 5+ GCSEs A*-C	Achieved 5+ GCSEs A*-G
Boys (number)	72	71	48	65	70
%	100	99	67	90	97
Girls (number)	60	58	42	52	58
%	100	97	70	87	97
Total (number)	132	129	90	117	128
%	100	98	68	89	97

## GCSE results by Subject

Subject	Entries	A*	A	B	C	D	E	F	G	U	X	A*-C	A*-G
Art & Design	8	3	2	1	2	0	0	0	0	0	0	8	8
Biology	55	7	22	18	5	2	0	1	0	0	0	52	55
Chemistry	55	7	17	18	11	2	0	0	0	0	0	53	55
Chinese	1	0	1	0	0	0	0	0	0	0	0	1	1
Citizenship	27	1	5	4	9	5	3	0	0	0	0	19	27
D&T Food Technology	15	0	1	2	6	3	3	0	0	0	0	9	15
D&T Product Design	16	0	2	5	6	2	0	0	0	0	1	13	15
D&T Resistant Materials	17	0	0	6	4	5	1	0	0	0	1	10	16
Dance	14	0	1	4	6	3	0	0	0	0	0	11	14
Drama	18	0	0	1	7	8	1	1	0	0	0	8	18
English Language & Literature	129	1	14	37	51	24	1	1	0	0	0	103	129
English Literature	129	4	17	36	41	21	7	1	0	2	0	98	127
Film Studies	12	0	6	3	3	0	0	0	0	0	0	12	12
Fine Art	23	2	6	5	6	3	1	0	0	0	0	19	23
French	35	2	5	14	8	6	0	0	0	0	0	29	35
Geography	19	0	1	4	11	3	0	0	0	0	0	16	19
German	6	0	0	5	1	0	0	0	0	0	0	6	6
History	80	5	14	16	14	14	11	4	2	0	0	49	80
Mathematics	133	9	15	22	52	21	5	9	0	0	0	98	133
Music	6	0	1	5	0	0	0	0	0	0	0	6	6
Physics	55	5	18	18	12	2	0	0	0	0	0	53	55
Religious Studies (short course)	116	1	10	38	27	26	8	6	0	0	0	76	116
Science Single Award	75	0	13	22	19	17	1	2	1	0	0	54	75
Science: Additional	75	1	11	18	24	15	3	1	1	0	1	54	74
Science: Astronomy	1	0	1	0	0	0	0	0	0	0	0	1	1
Spanish	9	2	4	1	0	1	0	1	0	0	0	7	9
Sport/PE Studies	53	0	15	26	11	1	0	0	0	0	0	52	53

## BTECs

Subject	D*	D	M	P		
Business Level 2 Certificate	24	1	15	18	Equip	1 GCSE A*-C
Animal Care Level 2 Certificate	0	0	1	2	Equip	1 GCSE A*-C
Countryside & Environment Level 2 Certificate	1	2	2	1	Equip	1 GCSE A*-C
Horse Care Level 2 Certificate	1	1	0	0	Equip	1 GCSE A*-C
Animal Care Level 2 Extended Certificate	1	0	0	0	Equip	2 GCSE A*-C
Countryside & Environment Level 2 Extended Certificate	3	0	3	1	Equip	2 GCSE A*-C
Horse Care Level 2 Extended Certificate	5	0	0	0	Equip	2 GCSE A*-C

OCR Nationals in ICT	D*	D	M	P		
Level 2 National First Award	0	24	19	37	Equip	1 GCSE A*-C
Level 2 National Award	0	13	12	15	Equip	2 GCSE A*-C

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FOUNDED: 1758  
PATRON: Her Majesty The Queen  
PRESIDENT: Her Royal Highness The Duchess of Gloucester

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