



WALDEGRAVE SCHOOL FOR GIRLS

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Headteacher: Mrs. Philippa Nunn B.Sc. M.A. NPQH



It gives me great pleasure to welcome you to Waldegrave School for Girls.

Waldegrave has much to offer young women of the future. We set high standards of behaviour and have high expectations of all our students. We are proud of the partnership we have with parents to ensure all students reach their full potential and enjoy school. OfSTED reported in 2007 that this is an outstanding school. Our examination results are excellent and reflect the work of committed staff and students.

Waldegrave School, however, has much more to offer than examination results. We firmly believe that the most successful students are those who really throw themselves into the life of the school. The opportunities here are many and varied and all students are encouraged to take responsibility for their own learning, in and out of lessons.

At Waldegrave traditional values and respect for all members of the school community are combined with innovative approaches to teaching and learning. The staff are a committed team of highly qualified teachers and support staff who work tirelessly to gain the best from all students in the school.

We welcome students of all abilities and celebrate the diversity of cultures, backgrounds and talents which staff, students and parents bring to the school. We want every student to enjoy her days at school and to achieve her best. We believe everyone has something special to contribute. We take pride in developing academic achievement, a sense of responsibility, independence, confidence and mutual respect for others at all times.

Excellence is evident across the curriculum, which is broad and balanced and designed to encourage responsibility and independent learning.

Students achieve very well here because we work hard with parents to encourage every member of the school to enjoy school and achieve. By choosing Waldegrave you will be entering a partnership with the school. I look forward to welcoming you and your daughter.

Yours sincerely

Mrs. Philippa Nunn



Waldegrave School - Aims

Waldegrave is a comprehensive school for girls aged 11 to 16 years and is part of the London Borough of Richmond upon Thames.

At Waldegrave our aim is for students and staff to enjoy learning, experience success and to develop their full potential.



We do this by working together to:

- offer equal opportunity
- provide a well-ordered, stimulating and supportive learning environment
- promote a sense of social, moral and environmental responsibility

We encourage all students to:

- become independent learners, to value education and take responsibility for their own learning.
- fulfil their academic potential
- develop their abilities to the full
- support fundamental moral values such as honesty and integrity
- be tolerant, show respect and consideration of others
- develop self-discipline and build self-esteem
- express themselves clearly and effectively
- make a contribution to the life of the school and community

“We aim to work in partnership with parents so that all students achieve their full potential”

Contacts with Parents

We aim to work in partnership with parents so that all students achieve their full potential. Parents are always welcome to contact the school to make arrangements to come in and discuss their daughter’s progress. Tutors, Heads of Year or the Student Services Team would normally be the first people to contact for such a discussion. A weekly newsletter is produced to keep parents informed of recent school events and the achievements of students. Our website is updated regularly. We also offer more formal opportunities for contact with parents. These include an annual Parents’ Evening where subject teachers are available on an appointment system.

Of course, there are many other occasions such as concerts, dance displays, art exhibitions, sports events and plays where we are pleased to welcome parents to the school.





New Students

New students starting in September are invited, with their parents, to attend a short interview with the Headteacher or a senior member of staff in May. We hold an evening meeting for parents of new Year 7 students in July. We also invite all the new students to spend a day in school in July to meet form tutors, find their way around the site and practise the journey to school. In September the new year 7 students come in before the older students so that we can help them settle in and adjust to their new school. Each Year 7 tutor group has two prefects who assist the form tutor throughout the year and act as mentors.

Peer Mediation

Each year a group of students trains the next team of peer mediators. These are students in years 8, 9 and 10 who work with other students to resolve disagreements. They have their own base and their work is effective in ensuring that arguments between students do not escalate.

Student Voice

Every tutor group elects representatives to meet as a Year Council to discuss issues which affect them. Representatives of each year then meet at School Council. School Council is chaired by the Head Girl and her Deputies. It has a very important role in ensuring that the students have a say in their own learning and decision making in the school. Each term School Councillors represent the school at the Richmond School Student Council. This group discusses closer links between school and borough issues. Representatives of the school council attend the meetings of the Student Sub-Committee of the Governing Body to represent the views of students.

Prefects

Each year, older students apply to be prefects. They undertake a range of duties which include helping younger students, assisting staff, organising charity events and welcoming visitors. Prefects take an important leadership role in the school.



The Curriculum

The curriculum for all students is broad and balanced so that they can keep open as many options for future study as possible. We make curriculum provision for students of all abilities and interests, the least and the most able.

Years 7, 8 & 9 ~ Key Stage 3

In Year 7 all students study English and Drama, Mathematics, Science, a Modern Foreign Language, Religious Education, Geography, History, Art, Design Technology, Music, Physical Education and Information Technology.

Students are taught in their broad ability tutor groups for most subjects when they enter Year 7. Students are placed into sets according to ability for Mathematics early in Year 7 and for some other subjects such as Languages and Science. In Years 8 and 9 other subjects may also include setting arrangements. Citizenship and Personal, Social and Health Education issues are taught across the curriculum and in discrete lessons.

“We encourage all students to develop their abilities to the full”



During Year 9 we discuss with every student her individual programme of study for the next two years, when she will be following subjects which lead to Public Examination level.

Years 10 and 11 ~ Key Stage 4

All students take GCSEs in English, Mathematics and Science. The majority also take a Modern Foreign Language, a Design Technology subject and three other subjects from a wide range. All students will also study Religious Education, Information and Communication Technology and Physical Education. They will have the opportunity to do examinations in all of these. In addition students will take a Personal Development and Citizenship course which will include elements of Careers Education, Citizenship, Enterprise and Personal, Social and Health Education.

The curriculum is personalised for each student. Students will be entered for between six and ten full GCSEs including short course GCSEs. This is discussed with parents, the students and staff so that the most appropriate courses are followed by each student.

A Record of Achievement is presented before students leave Waldegrave in Year 11. This summarises their achievements across a wide range of school and outside activities.



School Policy Statements

Policy statements currently exist on Assessment, Attendance, Behaviour, Charging, Equal Opportunities, The Curriculum, Homework, Health Education, Information and Communication Technology, Special Educational Needs, Spelling, Complaints, Action Against Bullying and Public Examination Entry. Parents are welcome to contact the school for copies of these. School policies and practices are regularly reviewed. Parents are kept fully informed of proposed changes.

Special Educational Needs

As a comprehensive school we welcome students of all abilities. We aim to make suitable provision for individual learning needs, including the most and least able, within a broad and balanced curriculum. The Learning Zone is a dedicated space for vulnerable students and from September 2011 we will have The Learning Space for those students with SLCN and ASD. The ethos of our school supports the aims of the Disability Discrimination Act and Social Inclusion. Although the site is not yet fully accessible to all students with physical disabilities, we are making improvements as funding permits.

Sex Education

Sex Education is provided in line with our legal requirements. Parents are kept fully informed and can exercise their right to withdraw their daughters by contacting the school.

Physical Education

We are very proud of our sporting achievements which are many and varied. All students study PE and are encouraged to develop to their strengths. Older students take a leadership role in organising and developing younger sportswomen.

The aims of our physical education curriculum are to include all students, and to promote positive attitudes to healthy living, as well as to encourage excellence and leadership.

Religious Education and Collective Worship

The school policy is that religious education and acts of collective worship should include all students and promote respect for different cultures and beliefs. If parents wish to exercise their right to withdraw their daughters they should contact the school.

Charging Policy

Parents will be asked to make voluntary contributions towards the cost of activities during the school day, such as visits and trips, and the cost of some ingredients and materials used in practical lessons. However, students will not be excluded from an activity because of the cost. Parents should contact the Headteacher if they need financial assistance.



Pastoral Care

Tutors have day-to-day responsibility for the students in their tutor group. The tutors are supported by a Head of Year. In this way we aim to know each student and to provide a learning environment and curriculum that best suits her needs.

Homework and the Study Planner

Homework is set regularly and is seen as an important extension of the school day. Students are provided with Study Planners in which to record their homework daily. The Study Planner is a useful means of communication between home and school. Parents or carers and tutors sign it each week and there is space for short notes to and from home.

Extra curricular Activities

At Waldegrave we firmly believe that our most successful students are those who throw themselves into the life of the school. There are after school clubs which include Orchestra, Choir, Drama, Art, Maths, Science and a Homework Club. The Learning Resources Centre and the IT rooms are also available for students to use at lunchtime and after school. Students are also able to participate in the Duke of Edinburgh Award Scheme.



“We aim to know each student and best suit her needs”

There are sports clubs after school which include all the traditional team games like hockey and netball as well as dance, gymnastics, rugby, football and cricket. Teams are successfully entered in all borough leagues. Competitions between tutor groups are run throughout the year and a Sports Day is held in the summer term. All students are encouraged to get involved in at least one club.

House System

All students are assigned to one of four houses. The house system aims to promote:

- competition – through sports and other activities.
- responsibility – the organisation of house activities is shared with students, giving leadership opportunities.
- opportunities to work with older/younger students.



Rewards and Sanctions

We are convinced that rewarding achievement is the best way to reinforce success and create a positive ethos in the school.

As well as praising students regularly we have a fully developed reward system. Students who produce work of a high standard, improve on past achievements and show consistent effort are awarded house points. Helpfulness, services to the school and to others are also rewarded. Assemblies throughout the year, and Celebration Afternoons at the end of the year, are used to recognise students' achievements.

There are occasions when we need to apply sanctions such as detentions, a daily report and in extraordinary circumstances exclusion from lessons or from school. We always inform parents when a student's behaviour or work causes concern and falls below the high standards we expect.

School Journeys

There are many visits during the school day to local employers, places of historical, geographical, literary, religious or scientific interest. There are exchange visits to families in France and Germany, as well as holidays and study tours in this country and abroad.

Public Examinations

It is the policy of the school to enter students for public examinations in all subjects which they have studied for a suitable amount of time and where they have attended lessons and completed coursework.

In addition to taught subjects, students have also been entered for GCSE examinations in a range of languages where they are highly skilled such as Arabic, Bengali, Chinese, Danish, Farsi, Hindi, Japanese, Modern Greek, Persian, Portuguese, Punjabi, Spanish, Turkish and Urdu.



Charities

All tutor groups organise fundraising events for charities. As well as raising money the students take an interest in the activities of the charities they support. The students also support local elderly people through Harvest Boxes, Christmas presents and regular visits.

Assemblies

Everyone attends at least one assembly a week. These are led by members of staff or by students themselves. Assemblies are an important part of developing a sense of community as well as promoting moral and spiritual development. Collective worship forms part of the assemblies.



Equal Opportunities

At Waldegrave we recognise, welcome and celebrate the diversity of our school community. As a girls' school we are well placed to provide a broad and balanced education that enables girls to reach their full potential.

We are proud to be a multi-cultural school because we know that we can learn and benefit from the diversity of social, religious and cultural backgrounds from which the staff and students come. Racism in any form is unacceptable at Waldegrave.

Accommodation

The school and grounds provide a spacious and attractive learning environment. We have our own playing fields within the 14.5 acre site. The whole school is well equipped and cared for by staff, parents and students.

Specialist facilities include:

- an attractive, purpose-built library and resources centre
- a large assembly hall
- two drama studios
- gymnasium and five newly refurbished changing rooms
- a dance studio and fitness suite
- eight science laboratories
- two music teaching rooms (with computer and electronic keyboard facilities) and seven instrumental practical rooms
- design technology workshops
- five networked IT rooms, clusters of computers and laptops in departments
- over 40 classrooms with interactive whiteboards.

The Parent Teacher Association

Waldegrave has a supportive Parent Teacher Association, which is a registered charity. The main purpose of the PTA is to support the education of the students, raising money by holding educational and social events.

“We recognise, welcome and celebrate the diversity of our school community”



Complaints

If parents are not satisfied with any aspect of school life they can contact the school by telephone or in writing to discuss their concerns with the appropriate member of staff. If parents want to make a formal complaint, under the terms of the 1988 Education Reform Act, they can obtain information about the procedure for this from the Local Authority.

Please Note

Every effort has been made to ensure that this prospectus is up to date at the time of going to press (September 2011). However, in responding to recent legislation unforeseen changes may need to be made in organisation and/or curriculum. We will do our best to keep parents informed of any changes.