

Welcome to Carrington School

Prospective Parents Evening

Tuesday 12 July 2022





Therfield
School



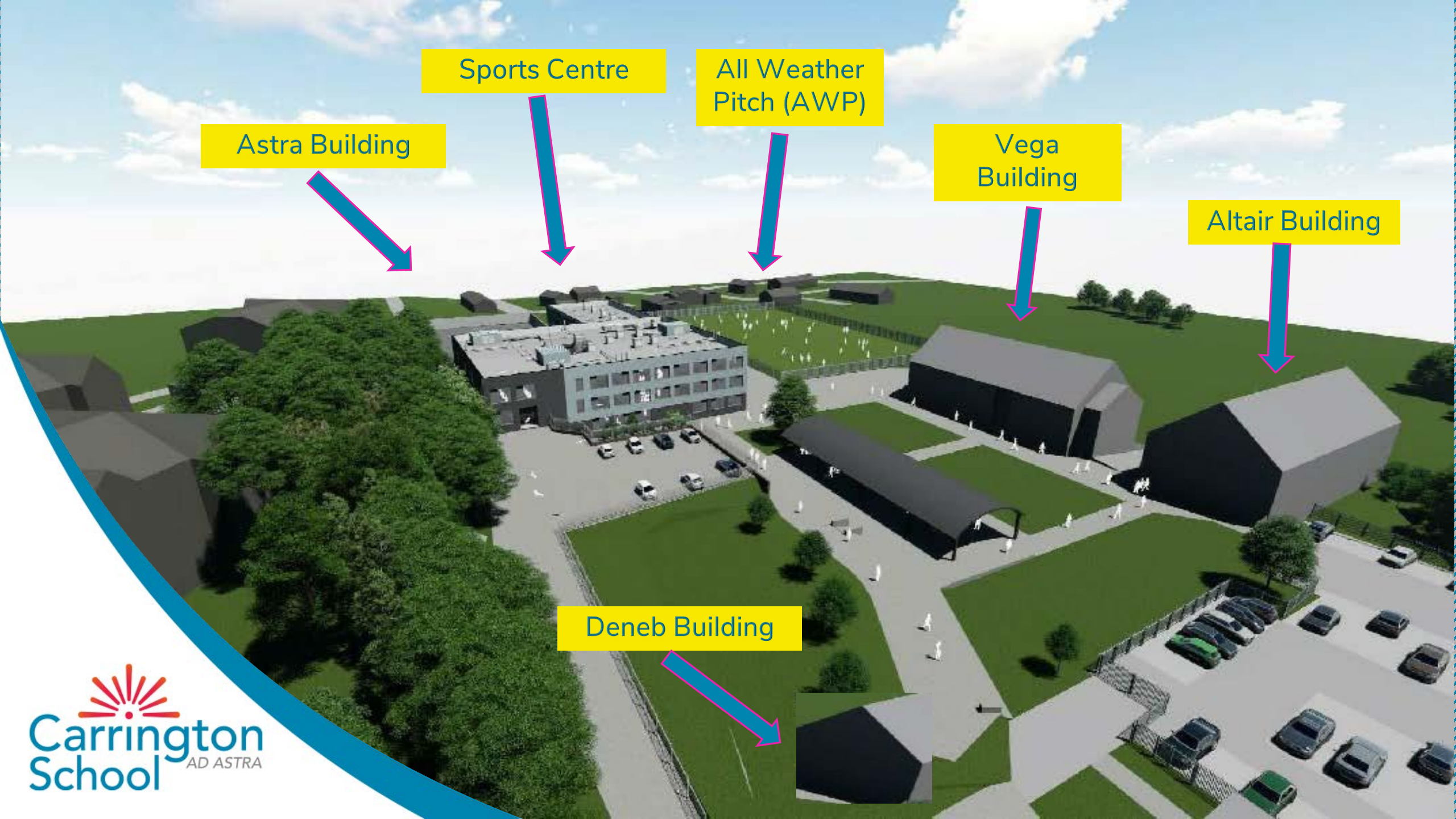
Part of SESSET

(South East Surrey Schools Education Trust)

The Ashcombe School, Dorking &
Therfield School, Leatherhead







Sports Centre

All Weather
Pitch (AWP)

Astra Building

Vega
Building

Altair Building

Deneb Building





Our Values



Our Values

- ✦ We want your children to **ASPIRE**; to want to be the best they can be, to seize opportunities, be prepared to take risks and not be frightened of failure.
- ✦ We want them to **INNOVATE**; to think outside the box, be creative and curious, to be proud of who they are and to be able to work both collaboratively and independently.
- ✦ We want them to show **RESPECT**; to be thoughtful and kind citizens who support each other, members of our school and local community



Our Values

Aspire



Innovate



Respect

We pursue excellence

We believe in ourselves

We are ambitious

We persevere

We are curious and creative learners

We are courageous

We show initiative and embrace change

We work collaboratively

We are kind to ourselves and others

We take responsibility

We celebrate diversity

We care for our environment

Our Motto:

Ad Astra

".....to the stars"





Our Uniform





Our Carrington School Uniform





Our Results



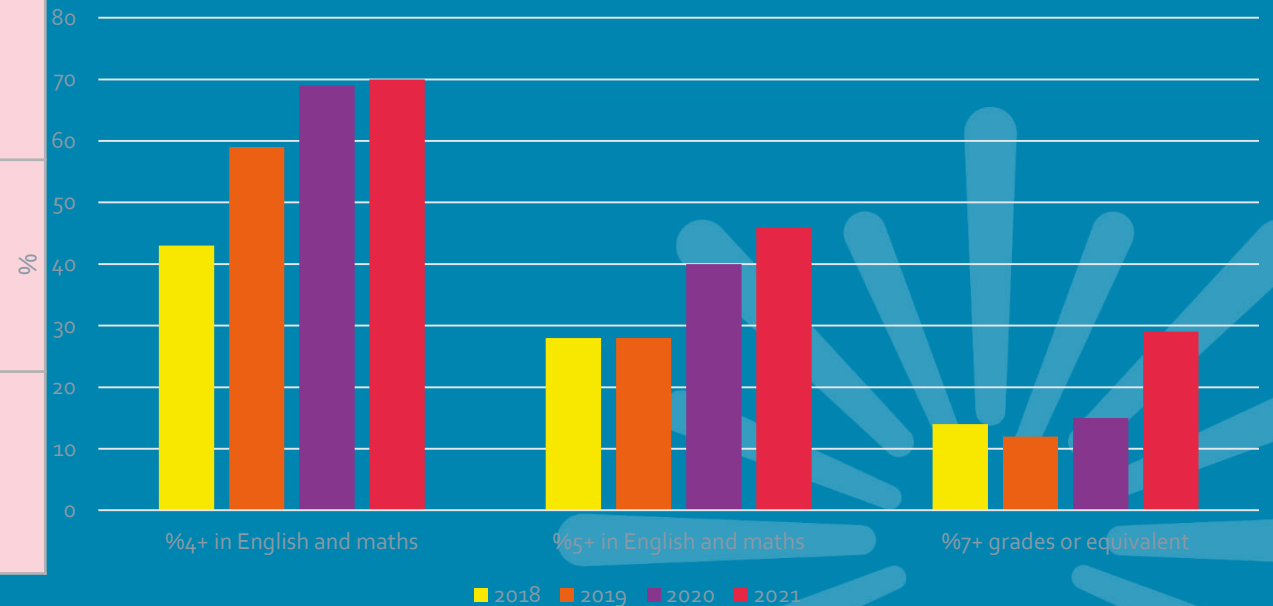
Attainment / progress measure	2018	2019	2020 vs targets	2021 vs targets
Number in cohort	155	170	172	171
Attainment 8	4.1	3.9	4.5	5.2
%4+ in English and maths	43	59	69	70
%5+ in English and maths	28	28	40	46
%7+ grades or equivalent	14	12	15	29

Headline figures



Attainment threshold over time

Attainment / progress measure	2018	2019	2020 vs targets	2021 vs targets
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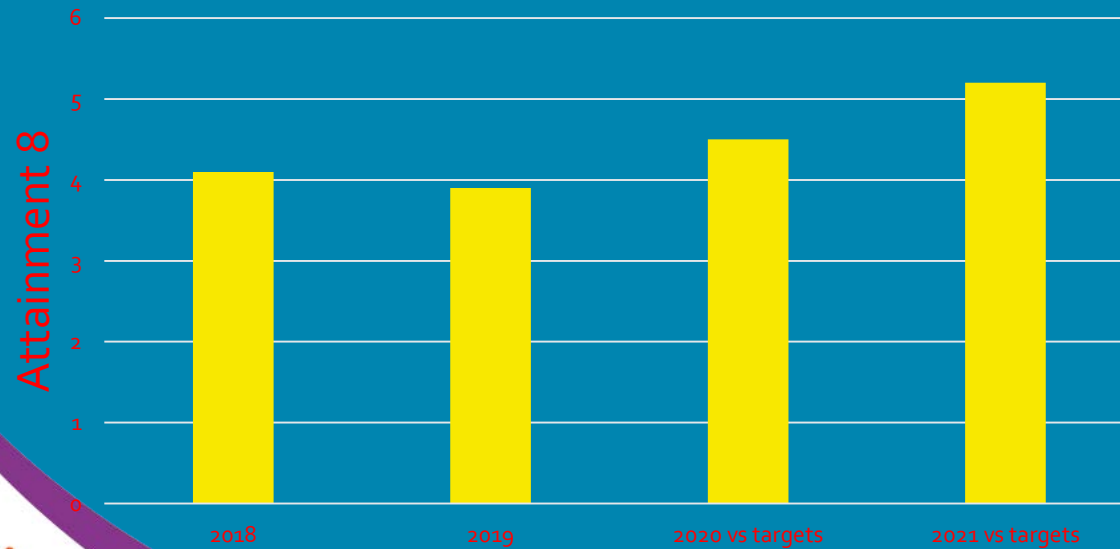
✨ There have been significant increases in each threshold measure



Inclusive Attainment 8 measure

Attainment / progress measure	2018	2019	2020 vs targets	2021 vs targets
Number in cohort	155	170	172	171
Attainment 8	4.1	3.9	4.5	5.2

Attainment 8



- ☀ Attainment has increased by 1 whole grade per qualification since 2018.
- ☀ This is the approximately equivalent to an increase from a low grade C to a high grade C / low grade B on average (using old grades for comparison).

13/07/2022

16



reigate•college





Aboubacre
4 x Grade 9
4 x Grade 8

Reigate College

Aspire
Computer Science
Mathematics
Further Maths
Physics



Alex
4 x Grade 9
2 x Grade 8
2 x Grade 7

Reigate College

Aspire (higher)
Chemistry
Mathematics
Physics



Amanda
2 x Grade 9
2 x Grade 8
4 x Grade 7

Reigate College

Aspire
Classical
Civilisation
English Literature
Performing Arts
(Btec)
MFL



Chloe
3 x Grade 9
2 x Grade 8
3 x Grade 7

Reigate College

Aspire
Computer Science
Mathematics
Further Maths
Physics



Jamie
3 x Grade 9
4 x Grade 8
1 x Grade 7

Reigate College

Aspire
Computer Science
Mathematics
Further Maths
Physics





Jimmy
5 x Grade 9
1 x Grade 8
2 x Grade 7

Reigate College
Aspire
Biology
Chemistry
Physics



Millie
2 x Grade 9
2 x Grade 8
4 x Grade 7

**Andrews Lyons,
Horley**
Hairdressing
Apprenticeship



Naima
3 x Grade 9
5 x Grade 8

Reigate College
Aspire
Economics
Law
Philosophy
sociology



Yasin
2 x Grade 9
3 x Grade 8
3 x Grade 7

Reigate College
Aspire (higher)
Biology
Chemistry
Mathematics





Erin
3 x Grade 9
6 x Grade 8

Reigate College

Aspire
Business
Law
Applied Diploma
Criminology



Freya
5 x Grade 9
4 x Grade 8

Reigate College

Aspire
Biology
Chemistry
Physics



Joe
8 x Grade 9
1 x Grade 7

Reigate College

Aspire
Economics
Mathematics
Politics



Joshua
2 x Grade 9
3 x Grade 8
4 x Grade 7

Reigate College

Aspire
Business
Economics
Geography



Karolina
4 x Grade 8
5 x Grade 7

Reigate College

Mathematics
Physics
Psychology





Matthew
9x Grade 9

Reigate College

Aspire
Biology
Mathematics
Physical Education



Peter
6 x Grade 9
1 x Grade 8
2 x Grade 7

Reigate College

Aspire
Biology
Mathematics
Physics



Ryan
6 x Grade 9
3 x Grade 8

Reigate College

Chemistry
Mathematics
Further Maths
Physics



Samira
7 x Grade 9
1 x Grade 8
1 x Grade 7

Reigate College

Aspire
Economics
Geography
Mathematics



OFSTED 2019

The School had the following strengths:

- ✱ Staff in the school are ambitious
- ✱ Pupils' behaviour around the school is calm and orderly. Pupils care for their environment and one another
- ✱ Pupils' enjoy school. The relationships between staff and pupils are very positive and the pupils feel well-cared for.
- ✱ The support available to pupils when making choices for the next steps in their education is very effective.
- ✱ Leaders and Governors ensure that pupils are safe in school. Pupils feel safe and their parents are confident the school is a safe place.



OFSTED 2019

The school needed to improve further:

- ✱ Improve the quality of teaching so that it is consistently good or better and all groups of pupils achieve well
- ✱ Improve pupils' personal development, behaviour and welfare
- ✱ Improve pupils' outcomes
- ✱ Improve leadership and management





Our Priorities



Our Priorities

Aspire



Innovate



Respect

We must be aiming for academic achievement for all students

We want them to make good progress across the year, which is evident in their books and in the way they talk about their subjects

We want students to be engaged in learning and involved in many aspects of the wider school curriculum

We must plan for the students in our class and share with them our passion and knowledge of our subjects

We must endeavour to provide exciting and challenging learning opportunities

We must challenge ourselves to work collaboratively, to research and network at every opportunity

We must know every student in our class and ensure that we meet their needs

We must engage with the families and build positive relationships that will help support the progress of each student

We must be kind to ourselves, ask for help and manage our workloads



Our Curriculum



“

*One child, one teacher,
one book, one pen can
change the world.*

Our Curriculum

Aspire



Innovate



Respect

Provides opportunities for high level skills & knowledge

Grows lifelong learners

Provides us with challenge through which we have to persevere, remain motivated and seek support

Provides experiences to enable students to realise and reach their future aspirations

Makes it ok to take risks, to face failure and to seek solutions

Meets the needs of all individuals across each year group and within each learning group

Provides balance and is accessible to all

Promotes respect for diversity & encourages us to be kind to ourselves & others

Provides students with an understanding of their community and the part they play as well-rounded citizens

English
Mathematics
Science
Art
Design Technology
(textiles, product, engineering)
Drama
Excellence Programme (EP)
Geography
History
ICT / Computing
Modern foreign Languages
Music
Personal Development
Physical Education / Dance
Religious Education



Teaching & Learning Strategy

To be clear about the learning journey and expected outcomes for the students

For routines to be consistent and effective across all classrooms

To hook the students in and make them curious and excited about their learning

To develop students who can work independently and who are resilient.

To empower students to know where they are at and what they need to do to move on.

To ensure progress is made across time, for each and every individual





D.I.C.E

Developmental and Inclusive
Centre of Excellence





What does DICE do?

- ✱ **D.I.C.E.** is the term used to cover all aspects of a student's **learning, behaviour** and **wellbeing** needs, underpinned by strong **safeguarding** practice and a focus on student **welfare**
- ✱ **Communication** is key, and staff are encouraged to discuss and refer students to the appropriate support via their Heads of Year and in-school systems, e.g. Go4Schools and CPOMS
- ✱ **Main aim:** to enhance and improve students' **learning** experience



What does DICE do?

Development	Inclusion	Centre of Excellence
<ul style="list-style-type: none">▪ Behaviour▪ Attendance▪ Pastoral Care▪ Alternative Provision	<ul style="list-style-type: none">▪ Admissions▪ Personal Development (PD)▪ Emotional Support▪ Alternative Provision	<ul style="list-style-type: none">▪ Learning▪ Quality of Teaching▪ Special Education Needs▪ Additional Needs



Learning Support Faculty

- ✱ **Learning Support (LS)** work with students in and out of the classroom
- ✱ Focus is **Quality First Teaching (QFT)** for all students (**Universal**)
- ✱ Recognition that **Additional Needs** require **Targeted Support** and some students may require **Specialist Support**
- ✱ Interventions on a rolling programme; time bound, well-structured and carefully monitored for impact



How do we get these students across the river?



The Excellence Programme

The purpose is :

- ✱ to provide extended learning opportunities to study concepts with greater depth, breadth and complexity
- ✱ help students to pursue their own areas of interest and strengths outside the normal school curriculum, increasing their cultural capital





Forest School



Trips and visits

September
Year 7 Bonding Day



December
Pantomime @ The Harlequin



May
Year 7 Adventure Week, Bude*



July
Challenge & Culture Days



Extra-curricular

Lots of extra-curricular opportunities:

- ✿ Annual Musical
- ✿ Choir, drama, dance clubs
- ✿ Sporting Activities: netball, football, rugby, cricket. Basketball, trampolining, gymnastics, athletics
- ✿ Inter-tutor groups activities
- ✿ STEM clubs: science, animal care, forest school, gardening
- ✿ Debating club

Community links:

- ✿ [British Theatre Academy](#)
- ✿ [Mike Hurst Judo](#)
- ✿ [Redhill Youth Football Club](#)
- ✿ [Karen Corps Dance Academy](#)



Rewards and Recognition

Hot chocolate Friday



Star Baker



☀️ Pizza Lunch

☀️ Letters & Postcards

☀️ Early Lunch Passes

☀️ Grand Credit Draws

☀️ 100 Credit

Certificates

☀️ scratchcards

Headteacher's Tea



Headteacher for the day





Our School Day



Structure of the School Day



A Typical year 7 Day

08:20	Arrival to school
08:30 - 08:40	Tutor time
08:35 - 09:00	Assembly / PD
09:00 - 09:15	PD / Tutor Time
09:20 - 10:05	2
10:05 - 10:35	Break 1
10:35 - 11:20	3
11:25 - 12:10	4
12:15 - 13:00	5
13:50 - 14:20	Break 2
13:30 - 14:15	6
14:20 - 15:05	7
15:15 - 16:15	Enrichment
15:15 - 17:00	Beetlejuice

Wednesday

08:20	Arrival to school
08:30 - 08:40	Tutor time
08:45 - 09:15	1 & 2
09:20 - 10:05	
10:10 - 10:55	3
10:55 - 11:25	Break 1
11:25 - 12:10	4
12:15 - 13:00	5
13:05 - 13:50	6
13:50 - 14:20	Break 2
14:20 - 15:20	7 Excellence
15:30 - 16:30	Enrichment
15:30 - 17:00	Beetlejuice

Friday

08:20	Arrival to school
08:30 - 08:40	Tutor time
08:35 - 09:00	Assembly / PD
09:00 - 09:15	PD / Tutor Time
09:20 - 10:05	2
10:05 - 10:35	Break 1
10:35 - 11:20	3
11:25 - 12:10	4
12:15 - 13:00	5
13:50 - 14:20	Break 2
13:30 - 14:15	6
14:30 - 15:30	Enrichment



Our Senior Prefects





Head Prefect
Samuel Austin



Head Prefect
Daisy Vera



Deputy Head Prefect
Ella Scrase



Deputy Head Prefect
Ben Jones



Deputy Head Prefect
Jojo Mooc



Deputy Head Prefect
Euan Willis





Transition Year 6 – Year 7

Dedicated Year 7 Team



What to expect when transitioning to Carrington School

- ✧ School Tours
- ✧ Welcome pack & student booklets
 - ✧ Primary school meetings
 - ✧ Website- Videos & challenges
 - ✧ Meet the students
 - ✧ Induction days
- ✧ Summer projects & challenges
 - ✧ Summer school



Our Year 7 Ambassador

Phoebe Pyke



Who we are?

September

- ✱ Induction Days
- ✱ Transition timetable
- ✱ Intervention support groups
- ✱ Personal development
- ✱ Bonding day
- ✱ Year 7's Got Talent
- ✱ Celebrating success
- ✱ Mentoring



Our High Expectations

In order for our students to be successful and to really get the most from Carrington School we will expect our staff to do the following:

- ✱ WE will aspire to provide Quality First Teaching every lesson every day
- ✱ WE will get to know them
- ✱ WE will always endeavour to engage with them in lessons, in tutor time, when they are in unstructured times
- ✱ We will work to the highest professional standards every day
- ✱ We will believe in them and we will make sure they work hard and are recognised for the work they do or challenged if they don't make our expectations.
- ✱ WE will insist that they are the best they can be every day



Next Steps:

We will be holding open mornings:

Tuesday 4th October 2022 – Earlswood Families

Wednesday 5th October 2022

Thursday 6th October 2022

Tuesday 11th October 2022

Wednesday 12th October 2022

Thursday 13th October 2022.



Timings on each day will be 09:00 – 10:15 and 10:30 – 11:45.

Include a tour, head teacher talk and Q & A session.

Bookings via scarter@carringtonschool.org