

Archbishop Tenison's

CHURCH OF ENGLAND HIGH SCHOOL



**Academic excellence for each person as part of a
Christian community**

Key Information – Autumn 2024

Welcome from Richard Parrish, Headteacher



Autumn Term 2024

Dear Parents and Carers

I am delighted to welcome you and your family to Archbishop Tenison's School. I hope that you will enjoy finding out about the school and that you will be able to see how we encourage parents/carers and pupils to embrace the Christian ethos of the school and maximise the educational, co-educational, spiritual, and social opportunities available to them. We want to see our pupils progress as individuals but also grow spiritually and contribute to the school now and to society later.

Our school motto is 'Academic excellence for each person in a Christian community' and we aim to instil these values in everything that goes on at Tenison's.

This is a school with an interesting history – but also with an exciting future. We aim to provide an enriching experience for pupils at Archbishop Tenison's. We want their teaching to be disciplined and well supported but also rewarding and enjoyable.

Good communication between home and school is important to us. I hope that you find the information in this booklet and on our website useful and that it provides you with a good introduction to life at Archbishop Tenison's School.

Richard Parrish

Richard Parrish
Headteacher

Aims of the School

Archbishop Tenison's Church of England High School is an 11 to 18 mixed comprehensive delivering academic excellence in a Christian community.

Specifically, the school aims:

- to uphold Christian belief through worship and daily life and enable pupils and students to grow in a living faith;
- to develop the habit and skills of academic enquiry, intellectual integrity, and a love of learning for its own sake;
- to broaden the pupils and students' cultural experience by active involvement in and appreciation of the expressive arts and by examining the role that culture, including science and technology, plays in creating civilised societies;
- to develop pupils and students' awareness and understanding of their physical capabilities through curricular and extra-curricular activities and foster positive attitudes to health and safety and sportsmanship;
- to promote an understanding of different religions and ethnic origins and cultures in order to reduce intolerance and prejudice; to promote the integration into the community of people of all ethnic backgrounds; and to foster and develop a strong sense of moral values which are given practical expression in all aspects of the lives of those who make up the school community;
- to create in pupils and students an awareness of their abilities and enable them to realise their potential and play their full part, as Christians, in the wider community in this country and overseas; to prepare them for the world of work and to develop in them interests they will find enriching and fulfilling;
- to encourage pupils towards an understanding of their own feelings and the feelings of others, thus developing a friendly, supportive and caring community, in which every student is equally valued.

The school aims to be a centre of excellence in all that it does. It is a partnership involving pupils and students, staff, governors, parents/carers, based on mutual respect and a common purpose. Everybody at the school is committed to these aims and is expected to play a full part in their realisation. More recently this has been expressed slightly differently in a statement of **our Christian educational vision**:

- The purpose of Christian education is to reach our full stature as human beings, no longer children “tossed to and fro by the waves”, but rather “growing up in every way into Christ” as members of his body, in which each part makes a vital contribution to the whole (Ephesians 4: 14-16).
- Our school motto is ‘Academic excellence for each person in a Christian community’.

Our curriculum vision is:

- To learn together as a Christian learning community
- To educate the whole person
- To provide the whole curriculum
- To teach with understanding – of the subject and the person learning it
- To learn with tenacity, humility and hope.

We value five things in particular:

Courtesy, calmness, concentration, confidence and consideration.

Code of Conduct

‘I have come that you may have life and have it to the full’. (John 10 : 10)

In our Christian context, the Code of Conduct is underpinned by the 5 C’s of:

- Courtesy** - whatever the circumstances
- Calmness** - and self-control around the school
- Concentration** - fully on the task in hand
- Confidence** - that we all have the ability to fulfil our calling as pupil or student
- Consideration** - of others. Show faith, hope and love.



The code of conduct is seen in the Home/School agreement, which highlights the relationship, the rights and the responsibilities of pupil, parent/carer and the school.

School Rules

We expect high standards of behaviour and courtesy at school at all times. Stipulated in conjunction with a Home School Agreement, the rules of the school are kept to a minimum and are based on common sense. Parents and carers are asked to co-operate with the school in making sure that the rules are kept.

Full details are available to view on the school website.

Anti-Bullying Policy

Our school's anti-bullying policy states that:

Physical, verbal, psychological (including sexual or racial) harassment of any member of the school community is not acceptable at Archbishop Tenison's School.

It is the responsibility of every member of the school to prevent bullying and/or racial harassment happening and to take action if an incident occurs.

At Archbishop Tenison's School, we will:

- Deal immediately with reports of bullying and/or racial harassment
- Enable pupils to work in a safe and happy environment
- Endeavour to allow pupils to realise their education potential free from negative peer pressure.

If any pupil is a victim of bullying and/or racial abuse or sees other pupils being bullied or harassed, they should tell a member of staff immediately.

Archbishop Tenison's does not tolerate bullies!

School Pastoral System

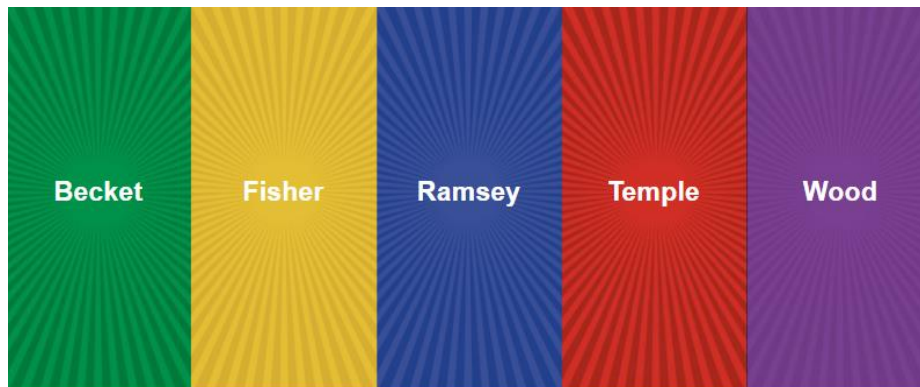
Even though Archbishop Tenison's is a comparatively small school, it may be bigger than the primary school from where the pupil came from. Moreover, in the primary school the pupils will have spent most of their time with one teacher, whereas at Tenison's they will have a different teacher for each subject.

Tutor Groups

In order to provide the pupils with stability and their parents/carers with a point of contact for day-to-day matters, each pupil is placed in a tutor group with a form tutor, who is responsible for the pupils' academic and social well-being. Each tutor group meets twice a day for registration and has at least two longer sessions each week. The team of tutors in each Year Group is led by a Head of Year, who deals with more serious matters which may arise involving the pupils. Where necessary the Heads of Year will consult with subject teachers, Heads of Department, Senior Pastoral Leads, the Deputy Headteacher and the Headteacher.

The House System

On entering the school, each pupil is assigned to one of five Houses – Becket, Fisher, Temple, Ramsey and Wood, named after former Archbishops of Canterbury and Bishop of Croydon, Bishop Wilfred Wood. The colour of the school tie identifies each House.



Within the House system, there are a number of Inter-House activities and competitions throughout the year. In sport, every member of the House takes part in all the matches and so contributes to the success of the House.

Each Tutor Group elects its own House Captains, Games Captains and School Council Representative. These pupils are responsible for organising teams and activities within the Tutor Group.

At the end of Year 10 the school appoints whole school House Captains and Games Captains who stay in office until the end of Year 11. They award House certificates to the lower school each term and also help to run the School Council.

Student Leaders and House Captains

Each year, the Headteacher appoints a Head Boy and Head Girl, together with their Deputies. These are supported by a team of Student Leaders drawn from the Sixth Form and House Captains. They play an important part in ensuring the smooth running of the school and their role is seen as essentially being one of service to the school. It gives those who are appointed the opportunity to experience leadership and to exercise responsibility. Student Leaders and House Captains are seen by

younger pupils as 'role models' on whom they should base their behaviour. Members of Year 12 are mentors to lower school forms.

Activities

Pupils are encouraged to become involved in a wide range of activities and clubs outside the classroom both at lunchtime and after school. They include Christian Union, Football, Rugby, Netball, Athletics, Music, Chess, Debating and the Duke of Edinburgh Award.

Rewards and Sanctions

Good behaviour, outstanding effort and good quality work will be recognised.

The school's reward system means that pupils may be praised verbally, awarded House points, merits and/or a letter of commendation may be sent home. At the end of each term, certificates are awarded to pupils for good work (Commendations, Headteacher Commendations, Governors' Commendations).

In addition, at the end of each school term, there is a 'Rewards Week'. This consists of a variety of different trips such as cinema, bowling, Go Ape, ice skating etc. We have a full English breakfast award for pupils and students with the highest attendance. Certificates and prizes are given to pupils who have done particularly well, and these are awarded at year group presentation events, to which parents/carers are invited.

The principal sanctions are formal notes, detentions, demerits and placing a pupil 'On Report' and/or in the Inclusion Room when work and behaviour are monitored daily. Parents/carers are involved at an early stage when problems arise.

Occasionally, a pupil will have to be suspended temporarily for a particular misdemeanour. After this parents/carers are invited in to the school to discuss the matter with the Head of Year, the Senior Pastoral Lead or the Deputy Headteacher at a re-integration interview, prior to a return. Students could also be given respite at another school to give them time to reflect on behaviour before returning to our school. In extreme cases a pupil may have to be moved to another school by arrangement or permanently excluded.

Additional Educational Needs at Archbishop Tenison's School

Identification and Assessment

Information to identify and assess pupils with Special Educational Needs (SEN), to include social, emotional, and mental health, will be obtained from the previous school as soon as possible after a pupil has accepted a place. This will include any relevant test results, e.g. SATS.

Year 7 pupils with identified SEND are given a baseline literacy assessment test (Lucid Exact) which gives us a clear and precise profile of our pupil's reading comprehension, reading speed, spelling, handwriting, and typing skills.

Subject teachers will refer a pupil to the SEN Department when he or she:-

- is not gaining access to the curriculum through typical differentiated teaching strategies and/or seems to be experiencing challenges;
- is having significantly greater difficulty in learning than the majority of children of the same age and is not making expected progress and/or
- presents persistent emotional and/or behavioural difficulties.

As a result, the SEN team will consider the need, complete the appropriate assessment and after consultation with subject teachers/pastoral staff, individual targets will be set and key strategies suggested. This will be documented on a Learning Plan. The pupil and parent will also be consulted at this point and it is important to see the support as a partnership between home and school. Learning Plans can be shared with parents/carers. Other subject teachers will be kept informed so that they will have regard to the information in their planning and teaching of lessons.

Provision for SEN within Archbishop Tenison's

For the most part pupils will be provided for within the typical school system by access to quality first teaching, the help of Learning Support Assistants, or Support Teacher as appropriate. Those pupils at Key Stage 3 who have been identified as having significant and long-term challenges with literacy or numeracy are offered Literacy or Numeracy Study Support Sessions with an SEN teacher to replace one or two Modern Foreign Language sessions. There is also a computer based literacy programme (LEXIA) offered during tutor time in the mornings and a range of interventions available for pupils and students with Autistic Spectrum Disorder (ASD), speech and language communication needs and social, emotional and mental health needs.

Record Keeping

Information about pupils' SEN is stored on Edukey and filed in the school's SEN files, stored in the office of the SENCO, and made available to other staff as appropriate. Progress is monitored, tracked and reviewed termly.

Support

The school may be supported by a variety of external agencies and services including; the School Chaplain, Educational Psychologist, Mental Health Schools Team, SEN Locality, Child Adolescent Mental Health Service, Speech and Occupational Therapy, Visual Impairment Services, Social Care, Parents in Partnership, Hearing Support Unit and Early Help service.

Resources

The Special Educational Needs Coordinator (SENCO) has oversight of all aspects of SEN provision and works closely with the Learning Support, Senior Leadership and Pastoral Teams. The school currently employs 10 Learning Support Assistants. The SEN classrooms are used for individual support programmes.

Gifted and Talented

Archbishop Tenison's School is a Christian community where every individual is valued and where we try to promote the learning and development of all our pupils and students so that their gifts and talents may be realised. Our aim is that every pupil at Tenison's should have access to a broad, balanced, and relevant curriculum and to foster a learning environment that enables all pupils and students to reach their full potential.

We aspire to improve the school life of Gifted and Talented pupils and students and to recognise their diversity and reward their achievements. The Gifted and Talented Programme aims to inspire and enthuse pupils and students with a passion for learning through workshops, trips, opportunities and experiences.

Relationship and Sex Education (RSE)

Relationship and Sex Education (RSE) builds on Relationships and Health Education taught at primary school and extends to include aspects of sex education set out in statutory guidance. There is a parental right to request withdrawal from the sex education component of this subject. There is no right to withdrawal from other parts of secondary Relationships Education, nor from Health Education, nor from any part of the Science curriculum. Health Education refers to the wider aspects of the physical, mental and sexual health of an adolescent. This includes the physical changes, avoidance of unhealthy lifestyles and substances, adoption of healthy hobbies and physical activities and also personal hygiene regimes. Basic first aid, self-care and knowledge of screening and self-examination are also covered. The RSE policy reflects the vision and aims of Archbishop Tenison's School which understands that RSE is lifelong learning about physical, sexual, moral and emotional development set in a Christian context which appreciates the values of each human person as made in the image and likeness of God.

Careers Education and Guidance

There are taught lessons, opportunities for individual interviews, work experience and access to the careers library.

Religious Education

The teaching is in accordance with that of the Church of England and is based on the Southwark Diocesan scheme and the Croydon agreed syllabus. Pupils also learn about other major world religions. All pupils take the GCSE for which they study Mark's Gospel, Christianity and one other world religion in depth, as well as a range of contemporary moral issues.

In the Sixth Form, there are themed away-days as well as the opportunity to study A Level Theology, Philosophy and Ethics.

Assemblies and Church Services

Each year begins and each term ends with a service at St. Matthew's Church, where we also hold inter-denominational Communion Services once a year for each year group. Parents/carers are warmly invited to our Carol Service and Founder's Day Services. Our Chaplain is the Vicar of St. Matthew's. Assemblies in school are held daily and are predominantly Christian, in keeping with the school's foundation. Parents/carers have the right to withdraw their child from Religious Studies and collective worship.

One morning per week, one Year Group will go to St Matthew's Church for Assembly. Pupils do not come into School first on that day but report to Church, where they are registered by their Form Tutors. The Service commences at 8.40am after which they return to school for Lesson 1 at 9.15am.

Homework

Homework is at the heart of our teaching and planning. The setting, completion and assessment of homework are vital in achieving our aim of:

‘Academic excellence for each person as part of a Christian community’

Good homework is intrinsic to a good curriculum. Homework joins one lesson to another and one topic to another. It joins preparation to explanation, knowledge to application and understanding this one thing to seeing the whole.

Good homework is integral to good teaching. Homework is central to the planning and delivery of a successful lesson. Good homework is independent learning in practice. It connects the learning in school with the life beyond it.

Routine Matters

Times of the School Day

The school building opens to pupils at 8.35am, except for pupils wishing to buy a healthy breakfast, when they are allowed to enter the school from 8.10am for breakfast. The school day starts at 8.40am and finishes at 3.15pm. Unless pupils are taking part in a supervised activity, they are expected to leave the school site by 3.30pm.

The school day starts and ends 5 minutes later for Year 7 pupils for the Autumn Term only.

Food and Drink

The school follows a healthy eating policy. Breakfast is served in the dining area and research shows that children who eat breakfast are more likely to have higher levels of concentration. Porridge is made available for pupils free of charge each day. Other Similarly it is essential that all pupils drink plenty of water during the day. Lunch is served every day and pupils may also purchase snacks at morning break. Alternatively, pupils may bring a packed lunch which must be eaten in the dining area, or outside in fine weather.

Charging and Remissions Policy

A copy of the school's detailed policy is available at the school, as is that of the Local Education Authority. The following is a summary of those documents:

Key Stage 3 – Technology (Food and Nutrition/Product Design)

In order to enable all pupils to have the opportunity to participate in all practical lessons, ingredients for Food lessons are ordered centrally. The cost requested is advised to parents/carers annually, in advance and contributes towards the cost of materials used in other areas of Technology.

Lockers

Lockers are not provided.

Visits

For visits arranged during school time, parents/carers will be asked to make a voluntary contribution towards the cost of the visit. In the event of there being insufficient voluntary contributions to cover

the cost of the visit, it will not take place. For visits arranged out of school time, parents/carers will be expected to pay for their child's participation. In cases of genuine hardship, the Governors will be sympathetic, and parents/carers should discuss the matter with the Headteacher, who has access to a trust that provides help in such cases.

Individual Music Tuition

We have a team of visiting music teachers that offer instrumental lessons for either 30 or 20 minute weekly sessions. It is essential that pupils have access to their own instrument.

Because of the large number of pupils who have individual music lessons, the Governors have to charge for them. Further details regarding lessons available and charges will be made available in the Summer Term.

In cases of genuine hardship, the Governors are prepared to assist parents/carers. Application for a bursary should be made in writing to the Headteacher. If your child receives free school meals please collect a form from the Head of Music as they may qualify for a scholarship.

If you are interested in signing up for these lessons, please complete and return the relevant form to the Head of Music.

Other Information

Governors' Maintenance Scheme, Development Trust and School Fund

As a Voluntary Aided School, parental financial contributions are crucial for the school's maintenance and continued success. Each September the parents/carers of pupils and students in the school are asked for an annual payment of £168.00 (£14.00 per month). This goes towards the Governors' payment to the Southwark Diocesan Maintenance Scheme, which looks after the external maintenance of the school. It also includes a contribution to the Development Trust, which over the years has helped to fund an Art Centre, a new Science Laboratory, the Technology block and the new Sports Hall. Part of this also goes to the School Fund, which helps provide for, amongst other things, prizes and awards and enables the Headteacher to help with cases of hardship.

Parents' Association

All parents/carers are invited to join the school's Parents' Association. In addition to its varied social and education activities, the association has provided several valuable improvements to the school's facilities in recent years, including maintaining and purchasing the school's minibus, contributing towards the refurbishment of the Sixth Form Centre and financing the school's internal digital communication system. They were also involved in the fund raising for the Sports Hall.

Destinations of Year 13 Students – Summer 2024

University	Course
Anglia Ruskin University	Biomedical Science
Birmingham City University	Sports Coaching and Physical Education
City, University of London	Psychology
City, University of London	Economics
Coventry University	Adult Nursing with foundation year
King's College London, University of London	Social Sciences
Kingston University	Biomedical Science
Kingston University	Civil Engineering
Ravensbourne University London	3D Animation
Ravensbourne University London	Digital Film Production
Ravensbourne University London	Character Design and Concept Art
Ravensbourne University London	Graphic Design
Royal Holloway, University of London	Computer Science and Mathematics
SOAS University of London	Business, Management, Economics & Law with Foundation Year
SOAS University of London	History
SP Jain London School of Management	Business Administration
St Mary's University, Twickenham	Computer Science (Cyber Security)
University of Kent	Economics with a Foundation Year
University of Oxford	History with Foundation Year
University of Oxford	Law with Foundation Year
University of Portsmouth	Digital Marketing
University of Portsmouth	Sport and Exercise Science
University of Portsmouth	Biomedical Science
University of Portsmouth	Biomedical Science
University of Portsmouth	Software Engineering
University of Portsmouth	Nursing (Adult)
University of Southampton	Psychology
University of Surrey	Business Management with Business Analytics
University of Sussex	Psychology with Clinical Approaches
University of Sussex	Social Sciences (with a foundation year)
University of Worcester	Physiotherapy with Foundation Year

Routes followed by those who sat public examinations Summer of 2024

	Further Education/ School			
Destinations of Year 11 pupils	100%			
	Further Education	Gap Year (incl. deferred University Places for 2025)	Employment	Apprenticeship/Other
Destinations of Year 13 students	81%	3%	3%	13%

Please note that the information contained in this booklet is correct at the time of publication and may be subject to change.