# Contents

If there is additional information that you require, which is not included in this booklet or at [www.walthamstow-hall.co.uk](http://www.walthamstow-hall.co.uk), please contact the school directly on **01732 451334** or at **whoffice@whall.school**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of Ethos and Aims</td>
<td>3</td>
</tr>
<tr>
<td>The School Code</td>
<td>4</td>
</tr>
<tr>
<td>Staff &amp; Board of Governors</td>
<td>5</td>
</tr>
<tr>
<td>Public Examination Results 2019</td>
<td>8</td>
</tr>
<tr>
<td>Year 13 Destinations 2019</td>
<td>10</td>
</tr>
<tr>
<td>Curriculum Summary</td>
<td>11</td>
</tr>
<tr>
<td>Curriculum Outlines</td>
<td>14</td>
</tr>
<tr>
<td>Co-Curricular Activities VOYAGE</td>
<td>22</td>
</tr>
<tr>
<td>Admissions Procedures</td>
<td>23</td>
</tr>
<tr>
<td>Admissions Key Dates for entry in 2020</td>
<td>26</td>
</tr>
<tr>
<td>Fees</td>
<td>27</td>
</tr>
<tr>
<td>Parent Contract</td>
<td>30</td>
</tr>
<tr>
<td>Bursaries &amp; Scholarships</td>
<td>31</td>
</tr>
<tr>
<td>Travel</td>
<td>35</td>
</tr>
<tr>
<td>List of School Policies</td>
<td>36</td>
</tr>
<tr>
<td>General Information</td>
<td>38</td>
</tr>
<tr>
<td>Pupil Behaviour &amp; Sanctions Policy</td>
<td>40</td>
</tr>
<tr>
<td>Complaints &amp; Concerns Procedures</td>
<td>43</td>
</tr>
<tr>
<td>Data Protection Policy and Privacy Notice</td>
<td>46</td>
</tr>
<tr>
<td>Timings of the School Day</td>
<td>56</td>
</tr>
<tr>
<td>Term Dates</td>
<td>57</td>
</tr>
<tr>
<td>Key Contacts</td>
<td>58</td>
</tr>
<tr>
<td>Directions</td>
<td>59</td>
</tr>
</tbody>
</table>
Statement of Ethos and Aims

“Walthamstow Hall educates girls with academic potential to lead confident, challenging and fulfilling lives.”

Walthamstow Hall was founded in 1838 to provide a home and school for the daughters of Christian missionaries. The school is now a day school with a Christian non-denominational ethos and a tradition which respects all faiths.

We aim to provide the highest quality education for our pupils from age 3 - 18, with a common vision in both Junior and Senior sections of the school.

The two school sites offer excellent facilities appropriate to Pre-Prep, Prep and Senior girls at two well-equipped locations in Sevenoaks within easy reach of each other.

WALTHAMSTOW HALL'S CORE VALUES

- Respect
- Integrity
- Aspiration
- Community
- Individuality

WALTHAMSTOW HALL IS A SCHOOL WHERE:

- All individuals are respected and their individuality valued
- Pupils are encouraged to achieve and expectations are high
- Intellectual, creative and sporting effort and achievement is recognised and a love of learning is fostered
- Independent thinking, resilience and initiative are encouraged in a stimulating and supportive environment
- Consideration for others and self-discipline are promoted and good behaviour is the norm
- Pupils learn both to lead and to serve and develop a sense of responsibility both within the school and in the wider community
- Rewards and sanctions are applied consistently and fairly
- Pupils, staff, governors and parents work in partnership

We aim to provide a broad education, rich in opportunity, in a Christian setting that will foster confidence and prepare girls for challenging and fulfilling lives in the 21st Century.
The School Code

This Code is the result of a long period of consultation and was agreed by the School Council.

RELATIONSHIPS

1. There should be good manners, consideration and honesty throughout the school between contemporaries, younger and older pupils, girls and staff (both teaching and non-teaching).

2. We should all:
   - Respect other people and respect their opinions even if these differ from our own.
   - Try to make a positive contribution to the happiness and self-confidence of those around us, and welcome visitors, new pupils and new staff.
   - Support each other, but also be aware of people’s need for independence and privacy.
   - Respect other people’s confidences and avoid malicious gossip.
   - Honour promises and commitments.

3. Language should be courteous, not abusive or coarse.

4. Any form of bullying behaviour, such as physical or verbal aggression, or exclusion, is unacceptable. It is not ‘telling tales’ to report such behaviour, which ought to be stopped quickly.

5. The Tutor will offer particular support to her/his tutees but all members of staff can be approached for help, as can Prefects and other Sixth Formers.

6. Our behaviour out of school affects our relationship with the community around us and its perception of us. We should always be courteous and considerate towards people outside school, e.g. by making way on the pavement and avoiding bad behaviour in public.

LEARNING

We should respect the learning process. This means:

1. Being punctual to our lessons and with our work.
2. Showing maturity and courtesy in class.
3. Listening to other girls as well as to the teacher and working co-operatively.
4. Concentrating and not distracting others - they have a right to learn.

POSSESSIONS

Individuals are responsible for naming their possessions and keeping them tidy. We should treat the property of others with respect and not interfere with it in any way. There should be no ‘borrowing’ without permission and no-one is under any obligation to lend to others.

SAFETY

We should:

1. Be aware of those around us and consider their safety, as well as taking responsibility for our own behaviour.
2. Move around the school in a sensible manner.
3. Ensure that our possessions are not left where they may be a hazard or temptation to other people.
4. See that, if we drive or are driven to school, our vehicle does not block the road or a gateway.
5. Be familiar with emergency procedures and observe safety regulations.

ENVIRONMENT

Everyone shares responsibility for the school environment. We should:

1. Take care of our surroundings; and think of the consequences of our actions.
2. Avoid waste and turn off lights when leaving a classroom.
3. Be tidy: and place all litter, even if it is not ours, in a bin.
4. Treat school property with consideration including displays and notices.
Staff & Board of Governors

BOARD OF GOVERNORS

CHAIRMAN: Mrs J ADAMS, BA (Joint Hons), CPE
Mrs C Crosley, BSc
Sir Jeremy Elwes, CBE, ACIS, FRSA (Governor Emeritus)
A Evans Esq, BSc Econ, FCSI
P Gloyne Esq, MA
S Heather Esq, BA, PGCE
P Hewlett Esq, MA (Governor Emeritus)
Dr N Jepps, MA, PGCE, NPQH
Mrs C Joynes, BA, PGCE, NPQH
Dr Clare Kevis, BSc, MSc, D Clin Psychol, AFBPsS
G Lacey Esq, MA, PGCE, NPQH
J Lewis Esq, BSc, FCA
Mrs S Lewis-Davies, BA
I Philip Esq, FCA (Governor Emeritus)
Mrs B Rattray
Mrs D Wallace

BURSAR AND CLERK TO THE GOVERNORS:
P A Horner Esq, MBA, CMgr, FCMI

HEADMISTRESS:
Miss S Ferro, MA (Oxon), MA (Lond), PGCE (Surrey) (Classics)

DEPUTY HEADS:
P Howson Esq, BA Hons (Plymouth), QTS (Kent), AST (London) (English)
C Hughes Esq, BSc Hons, Cert Ed (Loughborough), NPQH (Mathematics)

DIRECTOR OF STUDIES:
S Ledsham Esq, MA (Oxon) PGCE (Sussex) (Physics)

HEAD OF SIXTH FORM:
Mrs B Brown, BA Hons, PGCE (Loughborough) (Design and Food Technology)

SENIOR SCHOOL

* Head of Department/Teacher In Charge of Subject
Miss J Bateman, MEng Hons (Imperial), PGCE (Greenwich) (Physics, Mathematics)
Mrs F Boorman, BA Hons, PGCE (Kent) (Business)
* Mrs V Bower-Morris, BA Hons (Surrey), PGCE (Goldsmiths) (Drama/Trinity Drama)
* Miss C Bridge, BSc Hons (Worcester), QTS (Bucks) (PE, Head of Lacrosse)
Mrs E Brown, BA Hons (Leeds), PGCE (Brighton) (Art and Textiles)
* N Buckingham Esq, MA, BA Hons (Reading), PGCE (London) (Classics, Examinations Officer)
* N Castell Esq, BMus Hons, PGCE (Manchester) (Director of Music, Assistant Head of Key Stage 3)
J Clements Esq, BMus Hons, (Manchester) (Music)
* Mrs J Cox, MA (Cantab), PGCE (Open), ATCL (Biology)
* T Dakin Esq, BSc Hons (Bristol), PGCE (Sussex) (Head of Mathematics)
* Mrs S Dalton, BSc Hons (Keele), PGCE (Canterbury), Dip SpLD (Dyslexia) (Head of Learning Support)
Dr R Davies, BSc Hons, PhD (Imperial College), PGCE (King’s College) (Mathematics)

Mrs N Dawkins, BA Hons, PGCE (Newcastle) (RS/Philosophy)
* R Dewey Esq, BA Hons (Heriot-Watt), PGCE (Kent & Medway) (Economics/Business)
Mrs P Durrant, BSc Hons (Southampton), PGCE (London) (Second in charge, Mathematics)
* Mrs C Evans, BA Hons (Greenwich), QTS (Design, Food Technology)
Mrs S Fitzmaurice, BSc Hons, PGCE (Manchester) (Biology, Food Technology)
Miss M Fournier, Licence, Masters (Lille) (MFL)
Mrs K Franzen, BA Hons (Durham), PGCE (King’s College) (Theology & Philosophy, Drama, Assistant Head of Key Stage 3)
Mrs E García, BA Hons (Seville), PGCE (Sheffield) (MFL)
Mrs A Goff, BSc (Leicester), QTS (Geography, Numeracy Learning Support)
Miss R Harris, BA Hons (Chichester), QTS (KMT) (Drama)
* R Hill Esq, BSc Hons (Warwick), PGCE (Sussex) (Physics)
* Mrs K Hofmann, MA (St Andrews), QTS, (MFL, Head of Key Stage 3)
Mrs H Hook, BA Hons (Aberystwyth), PGCE (Cambridge) (English)

* Mrs C Hughes, BA Hons (West Surrey College of Art and Design), BSc Hons (Middlesex), PGCE (London) (Art and Textiles)

* Mrs R Hunt, BA Hons (Exeter), PGCE (King's College) (MFL)

Mrs S Isted, BA Hons (Warwick), PGCE (King's College) (Classics)

Mrs R Jennings, BSc Hons (Southampton), PGCE (Open), ACA (Mathematics)

Ms M Knight, BA Hons (London), PGCE (Canterbury) (English)

* Miss R Leggett, BA Hons with QTS, (Brighton) (Director of Sport, Charities Coordinator)

Miss C Lesieur, BA Hons, MA Hons (Amiens, France), PGCE (UWE) (MFL)

* Miss S Meahffey, MA, PGCE (Edinburgh) (English, Assistant Head of Sixth Form)

Mrs L Mortimore, BSc Hons (Imperial), PGCE (King's College) (Science)

Mrs C Mulcahy, BA Hons (Surrey), PGCE (London) (Design & Technology)

Ms A Murphy, MA (Oxon), PGCE (East Anglia) (History/Politics, Oxbridge Coordinator)

* Mrs K O'Donnell, BA Hons (Sheffield), PGCE (Canterbury) (MFL, Head of Key Stage 4, Able, Gifted & Talented Coordinator)

C Needham Esq, BSc Hons (Bristol) (Mathematics)

Mrs J Penney, BSc Hons (Exeter) (Chemistry)

Mrs E Peters, BSc Hons, PGCE (Southampton) (Mathematics)

* D Pollen Esq, BA Hons (Bristol), MA (UWE) (Theology & Philosophy)

* Mrs L Rowell, BA Hons (Surrey), PGCE (King's College) (Computer Science and ICT)

Miss F Ryan, BSc Hons (London), PGCE (Brighton) (PE)

Mr L Scott, BA Hons (Keele), PGCE (Canterbury) (History)

Mrs A Sherwen, BSc Hons (London), PGCE (Leeds) (Biology)

Mrs C Solan, BA Hons (London), PGCE (Canterbury) (Art and Textiles)

Mrs L Stephens, BA Joint Hons (Nottingham), PGCE (King's College) (Classics) From January 2020

* C Sullivan Esq, HNC, BA Hons (Sussex), (Geography)

Mrs B Tanner, BA Hons (Wales), PGCE (Southampton) (MFL)

* Mrs L Thomas, MA (Open), BA Hons (Wales), PGCE (Bristol) (History, Assistant Head of Key Stage 4, EPQ Coordinator)

Dr J Tuck, BA Hons, MA (King's College), Grad Dip (Theology) (Wales), PhD (Royal Holloway), PGCE (Sussex), ALC (Classics)

* Mrs L von Kaufmann, MA, BA Hons (Oxon), PGCE (Bristol) (Geography, Assistant Head of Key Stage 3, Co-Curriculum Coordinator)

Mrs S Walker, BSc Hons (London), QTS (Greenwich) (Chemistry)

Mrs S Whawell, BSc Hons (Birmingham), MSc (Reading), PGCE (Bristol) (Mathematics, Assistant to the Director of Studies)

Mrs R White, MA Hons (New York), BA Hons, PGCE (Bristol), PGCE (Canterbury) (English)

Dr S Willcox, MA (Cambs), DPhil (Oxon), SCITT/ ATS (Bromley) (Science)

* S Wilson Esq, BA Hons (Sunderland), PGCE (London) (Sociology)

* Ms O Windle, MA, BA Hons (Edgewood College USA) (History, Politics)

Mrs E Wood, MA (Oxon), PGCE (Open) (Second in charge, English)

* Mrs M Wood, BSc Hons (Aberdeen), PGCE (London) (Chemistry, Head of Science)

Mrs Z Wood, MA Hons (St Andrews), PGCE (London) (Theology & Philosophy)

Mrs N Yates, BA Hons (Kent), QTS (Fine Art & Photography)

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**VISITING STAFF**

M Andrews Esq, MM (Connecticut), BMus Hons (Westminster) (Piano)

Mrs C Barnes, MA (East London), BSc Hons (Anglia), PGCE (Greenwich), DipSpLD (Literacy Support)

B Brooker Esq (Percussion)

D Burrowes Esq, BA Hons (Leeds), MMUS (TCM) (Cello)

Mrs H Clements, BA, LRAM, PGDip (TCM), GTP (Singing)

R Connell Esq, BA Hons (Canterbury), PGCE, ATCL (Guitar)

Mrs J Dammers, LRAM (Violoncello, Music Administrator)

Miss N Dobie, BA Hons (City University), LTCL, NCDT, Dip in Opera Performance (London) (Singing)

Mrs C Effingham, MA Hons (Edinburgh), PGCE (King's College), PGDip Dys & Lit (York) (Literacy Support)

Mrs F Hillyar, BMus Hons (Royal College of Music), PGCE (Reading) (Piano)

Miss L Jeffery, BMus Hons (Trinity College of Music), PG Dip (Royal Academy of Music) (Flute)

Miss S Kisilevsky, BA Hons (Royal Holloway), MA (RCS) (Trinity Drama)

Ms E Leather, BA Hons (Leeds), PGDipMus ( Guildhall School of Music), Artist Diploma (Cincinnati) (Music Coach)

Miss L McIntyre, BMus Hons (TCM) (Flute)

G Morrison Esq, GGSM (Flute)

Miss A Murray, ATCL, LTCL (Trinity College of Music) (Recorder)

Ms S Oakley, BA Hons (Surrey) (Trinity Drama)

Mrs S Purton, LRAM (Oboe)

Mrs J Rhind, GRSM Hons, LTCL, LRAM, (Saxophone, Clarinet)

Miss H Ross, BMus Hons, PGDip (RNCM) (Violin)

D Swann Esq, BSc Hons, PGCE (Canterbury) (Numeracy, Learning Support, Examinations Administrator)

D Wallace Esq, BMus Hons (Cork), MMus, LRSM (Violin/Viola)

Miss E Wiggins, BMus Hons, LRAM (Brass)

T Williams Esq, BA Fine Art (Oxon), Art & Design Foundation (Songwriting)
SPORTS COACHES

K Alexander Esq (Tennis)
M Burkett Esq/Miss S Burkett (Judo)
Mrs G Cameron, Foundation Degree (Netball)
Miss A Carroll (Gymnastics)
Mrs J Dymond, MSc (Sheffield) (Swimming)
S Hadlow Esq (Taekwon-do)
P Hill Esq (Squash)
Ms A Longhurst (Taekwon-do)
Miss M Longhurst (Taekwon-do)

Miss J Muggeridge (Badminton)
Mrs N Norris (Netball)
Miss G Philip, BA Hons (Durham) (Lacrosse)
Ms J Powlson (Tennis)
D Smith Esq, BA (Cross Country)
R Smith Esq, ASA Level 2 Coaching, NPLQ (Head Swimming Coach)
Miss T Verloop (Dance)
N Wilkinson Esq, RFU Level 2 Coaching (Rugby)

TECHNICIANS & ASSISTANTS

Mrs C Allen (Art & Textiles Technician)
G Burgess Esq, BA Hons (King’s College) (ICT Technician)
Miss N Caine, BSc Hons (Greenwich) (Science Laboratory Technician)
P Cole Esq (Network and Data Manager)
Mrs A Ford (Art Technician)
Mrs R Gardner, BSc Hons (Manchester), RPharms SGB (Bath), PGCE (Oxon) (Senior Science Laboratory Technician)
A Hayter Esq (ICT Technician)

C Hayward Esq, TEC, BTEC, MI Biol, PGCE (Science Laboratory & DT/3DD Technician)
J Mitchell Esq, BEng Hons (Surrey) (Drama/Performing Arts Technician)
Mrs J Osborne, BSc Hons (Oxford Brookes) (Science Laboratory Technician)
N Ramsden Esq (Duke of Edinburgh Manager, Artist in Residence/Art Technician)
Sta A Sánchez, BA English Studies (Madrid) (Spanish Assistant)
D Thirion Esq (French Assistant)

MEDICAL CENTRE

Mrs C Baker, MBACP (Accred) (School Counsellor)
Mrs E Leisinger, Diploma in Nursing (Brighton University)

Mrs L Mottram, Undergraduate Diploma in Nursing Studies (The City University)

ADMINISTRATIVE STAFF

Mrs J Alcock, BSc (Greenwich) (Estates Manager)
Mrs S Bretz, MA (Cantab), PG Dip (College of Law), PG Dip (King’s College) (Assistant Librarian/Archives)
Mrs J Butler, BA Hons (Sheffield) (Marketing and Admissions Assistant)
Mrs C Buxton, BSc Hons (King’s College) (Receptionist)
Mrs O Cornes, BA Hons (Bristol) (Marketing Assistant)
Mrs L Hayes, MA (Canterbury), BCom Hons (Cape Town), OCG; RCDP (Careers Coordinator)
A Jayatilaka Esq, BA Hons, MBA, FCCA (Finance Manager)
Mrs F Kirkpatrick (Catering Manager)

Mrs A Knight (Admissions Registrar)
Miss C Laurio (Payroll Administrator)
Ms K Lippiatt (PA to the Headmistress)
Mrs H Manning (Receptionist)
Ms S Pelling, BA Hons (Keels) (Head of Marketing)
Mrs C Press (School Office Manager/Secretary)
Miss O Rayner (Admin Assistant, Bursar’s Office)
Mrs S Seeds (Staff Secretary)
Mrs L White, MA (Brighton), MCLIP (Lead Librarian, i/c School Archive)
Mrs H Yates (Purchase Ledger Clerk)
## Public Examination Results 2019

### GCSE RESULTS SUMMARY 2019

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<th>New Grades</th>
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<td>A*</td>
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<td>9 to 7</td>
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### A LEVEL GRADES BY SUBJECT 2019

**GCSE Old Grade Conversion Table**

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<td>A*</td>
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<td>9 to 7</td>
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### GCSE RESULTS SUMMARY 2019

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<td>56</td>
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### A LEVEL AND CAMBRIDGE PRE-U RESULTS 2019

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<td>80%</td>
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### GCSE RESULTS SUMMARY 2019

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<th>Old Grade equivalent</th>
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<td>A*</td>
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<td>79</td>
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<td>A* - B/C</td>
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### A LEVEL AND CAMBRIDGE PRE-U GRADES BY SUBJECT 2019

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### A LEVEL AND CAMBRIDGE PRE-U RESULTS 2019

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**Percentage:**
- 9: 29.3%
- 8: 27.0%
- 7: 22.7%
- 6: 11.8%
- 5:  5.9%
- 4:  2.5%
- 3:  0.8%
- 2:  0.0%
- 1:  0.0%

**Cumulative percentage:**
- 9: 29.3%
- 8: 56.4%
- 7: 79.0%
- 6: 90.8%
- 5: 96.7%
- 4: 99.2%
- 3:100.0%
- 2:100.0%
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<td>Queen Mary University</td>
<td>Politics with Business Management</td>
</tr>
<tr>
<td>Reading</td>
<td>Business Management with industry placement</td>
</tr>
<tr>
<td>Reading</td>
<td>English Literature</td>
</tr>
<tr>
<td>Sheffield</td>
<td>Architecture</td>
</tr>
<tr>
<td>Sussex</td>
<td>Business, Management and Economics</td>
</tr>
<tr>
<td>University of the Arts</td>
<td>Fashion Marketing</td>
</tr>
<tr>
<td>University of the Arts</td>
<td>Textile Design</td>
</tr>
<tr>
<td>University of the Arts</td>
<td>Textile Design</td>
</tr>
<tr>
<td>University College London</td>
<td>Archaeology and Anthropology</td>
</tr>
<tr>
<td>York</td>
<td>Accounting, Business Finance &amp; Management with placement year</td>
</tr>
</tbody>
</table>

Six students are taking Gap Years and/or making UCAS reapplications
Walthamstow Hall Senior School provides full-time supervised education for pupils of compulsory school age in Key Stages 3 and 4 and Sixth Form leading to academic qualifications and entrance to Higher Education.

Pupils experience an enriched curriculum including English, Modern Foreign Languages, Mathematics, Science, the Humanities, Drama, the creative arts and sport which is appropriate to their age and aptitude. The spiritual, moral, cultural, personal, social, economic and health education of pupils is also a key part of the curriculum, and Careers Guidance is offered from Year 7 onwards.

Sixth Form courses are exclusively academic, leading to A Level and Cambridge Pre-U qualifications. No vocational courses are currently offered.

All pupils are expected to participate in religious education courses and regular collective worship, which is of a Christian character. Parents of other faiths may withdraw their children from these, and the school will make every effort to provide alternative arrangements.

All pupils have the opportunity to learn and progress and are assessed regularly using the School's established evaluation framework and to read termly reports and grade slips ensure that parents are abreast of their daughter's progress at every stage. Pupils consistently outperform against national norms for their ability.

**LEARNING SUPPORT**

Walthamstow Hall is committed to meeting the needs of all its pupils, including those with special educational needs, and it aims to ensure that every student is able to achieve her full potential. Girls are referred for learning support for a variety of reasons including: dyslexia, dyspraxia, Asperger’s Syndrome, ADD, organisational difficulties and English as an additional language. The Learning Support Department is staffed with qualified specialist teachers who are able to tailor any provision to the specific needs of the pupil.

**PROVISION OF LEARNING SUPPORT**

The Head of Learning Support works closely with other teachers in the school to identify students who may benefit from learning support and to develop strategies to assist them, in their learning. Where a need for learning support is identified for a student, their parents are informed in the first instance. Once agreed, personalised support is given, for English and/or Maths, on a one-to-one basis with a specialised learning support teacher. If necessary an individual learning plan is drawn up, in consultation with the pupil, to enable staff to best support that pupil. Students can take up learning support at any stage of their education at Walthamstow Hall.

Occasionally, it becomes apparent that a student may need special access arrangements during their public examinations. The Learning Support Department are able to support students in the application for and implementation of appropriate access arrangements.

There is an additional charge for learning support lessons, see page 19 for details.

*For further information please refer to the school’s Curriculum Policy, at www.walthamstow-hall.co.uk*
Senior School Further Information 2020

ALL STUDENTS FOLLOW A BROAD AND BALANCED CURRICULUM

<table>
<thead>
<tr>
<th>YEAR 7 SUBJECTS</th>
<th>YEAR 8 SUBJECTS</th>
<th>YEAR 9 SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Art</td>
<td>Art</td>
</tr>
<tr>
<td>Biology</td>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemistry</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Classical Civilisation</td>
<td>Classical Civilisation*</td>
<td>Classical Civilisation**</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Computer Science</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Design Technology</td>
<td>Design Technology*</td>
<td>Three Dimensional Design**</td>
</tr>
<tr>
<td>Drama</td>
<td>Drama</td>
<td>Drama</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Food &amp; Nutrition</td>
<td>Food &amp; Nutrition*</td>
<td>Food &amp; Nutrition**</td>
</tr>
<tr>
<td>French</td>
<td>French</td>
<td>French**</td>
</tr>
<tr>
<td>Geography</td>
<td>Geography</td>
<td>Geography</td>
</tr>
<tr>
<td>German</td>
<td>German*</td>
<td>German**</td>
</tr>
<tr>
<td>History</td>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td>Latin</td>
<td>Latin*</td>
<td>Latin**</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
<td>Music</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td>Physical Education Theory**</td>
</tr>
<tr>
<td>Physics</td>
<td>Physics</td>
<td>Physics</td>
</tr>
<tr>
<td>Q</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>Religious Studies</td>
<td>Religious Studies</td>
</tr>
<tr>
<td>Spanish</td>
<td>Spanish*</td>
<td>Spanish**</td>
</tr>
<tr>
<td>Swimming</td>
<td>Swimming</td>
<td>-</td>
</tr>
<tr>
<td>Textiles</td>
<td>Textiles</td>
<td>Textiles**</td>
</tr>
</tbody>
</table>

**Q**

Q is a new programme developed by Walthamstow Hall for Year 7. It is a mixture of practical skills, critical thinking and personal qualities which aims to encourage creative and critical thinking, independence and problem-solving. It is centred around Jean Piaget’s ideas of ‘knowing what to do when you don’t know what to do’ and is structured around six units of work for Year 7, one per half term:

Q1: Technology Skills  
Q2: Information Skills  
Q3: Communication Skills  
Q4: Finance Skills  
Q5: Independent Learning Skills  
Q6: Q Gardens – Skill Synthesis

**OPTIONAL SUBJECTS IN YEAR 8***

In Year 8, students are able to study a second language, either German or Spanish, alongside French. They also choose between Latin or Classical Civilisation and between Design Technology and Food Technology.

**OPTIONAL SUBJECTS IN YEAR 9****

In Year 9, students will have the choice of studying either one or two modern foreign languages. Students choosing to study one modern foreign language can choose three of the following subjects: Classical Civilisation, Food & Nutrition, Latin, PE Theory, Textiles, Three Dimensional Design. Students choosing to study two modern foreign languages can choose one of the following subjects: Classical Civilisation, Food & Nutrition, Latin, PE Theory, Textiles, Three Dimensional Design.
## GCSE & IGCSE Courses Offered

<table>
<thead>
<tr>
<th>Subject</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient Greek</td>
<td>GCSE</td>
</tr>
<tr>
<td>Art (Fine)</td>
<td>GCSE</td>
</tr>
<tr>
<td>Art (Textiles)</td>
<td>GCSE</td>
</tr>
<tr>
<td>Art &amp; Design (Three Dimensional Design)</td>
<td>GCSE</td>
</tr>
<tr>
<td>Biology</td>
<td>IGCSE</td>
</tr>
<tr>
<td>Chemistry</td>
<td>IGCSE</td>
</tr>
<tr>
<td>Computer Science</td>
<td>IGCSE</td>
</tr>
<tr>
<td>Drama</td>
<td>GCSE</td>
</tr>
<tr>
<td>English Language</td>
<td>IGCSE</td>
</tr>
<tr>
<td>English Literature</td>
<td>IGCSE</td>
</tr>
<tr>
<td>French</td>
<td>IGCSE</td>
</tr>
<tr>
<td>German</td>
<td>IGCSE</td>
</tr>
<tr>
<td>Geography</td>
<td>GCSE</td>
</tr>
<tr>
<td>History</td>
<td>IGCSE</td>
</tr>
<tr>
<td>Latin</td>
<td>GCSE</td>
</tr>
<tr>
<td>Mathematics</td>
<td>IGCSE</td>
</tr>
<tr>
<td>Additional Mathematics</td>
<td>FSMQ</td>
</tr>
<tr>
<td>Music</td>
<td>IGCSE</td>
</tr>
<tr>
<td>Physical Education</td>
<td>GCSE short course</td>
</tr>
<tr>
<td>Physical Education</td>
<td>GCSE</td>
</tr>
<tr>
<td>Physics</td>
<td>IGCSE</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>GCSE short course</td>
</tr>
<tr>
<td>Double Award Science</td>
<td>IGCSE</td>
</tr>
<tr>
<td>Spanish</td>
<td>IGCSE</td>
</tr>
</tbody>
</table>

## Sixth Form Courses

*Offered at A Level or Cambridge Pre-U*

<table>
<thead>
<tr>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art (Fine)</td>
</tr>
<tr>
<td>Art (Textile Design)</td>
</tr>
<tr>
<td>Biology</td>
</tr>
<tr>
<td>Business</td>
</tr>
<tr>
<td>Chemistry</td>
</tr>
<tr>
<td>Classical Civilisation</td>
</tr>
<tr>
<td>Economics</td>
</tr>
<tr>
<td>English Literature</td>
</tr>
<tr>
<td>Extended Project Qualification (EPQ)</td>
</tr>
<tr>
<td>French</td>
</tr>
<tr>
<td>Geography</td>
</tr>
<tr>
<td>German</td>
</tr>
<tr>
<td>Government and Politics</td>
</tr>
<tr>
<td>History</td>
</tr>
<tr>
<td>Latin</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Further Mathematics</td>
</tr>
<tr>
<td>Music (Pre-U)</td>
</tr>
<tr>
<td>Philosophy and Theology (Pre-U)</td>
</tr>
<tr>
<td>Physical Education</td>
</tr>
<tr>
<td>Physics</td>
</tr>
<tr>
<td>Sociology</td>
</tr>
<tr>
<td>Spanish</td>
</tr>
<tr>
<td>Theatre Studies</td>
</tr>
<tr>
<td>Three Dimensional Design</td>
</tr>
</tbody>
</table>
## Curriculum Outlines

### Year 7 Curriculum Outline

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Colour Theory &amp; Painting; the colour wheel and complimentary colour pairs are studied. Development of individual designs with 'Birds' as a theme; initial sketching is enlarged and used towards a design. Gouche paint is used, colour mixing and control of paint, and different brush work is taught.</td>
<td>Printmaking: Collographs are made using scrap materials and then students make a print plate. A small printing press is used with water-based printing inks. Drawing: Still Life objects are observed in pencil and drawing inks with dipping pens. Focus is on tone, texture, mark-making, proportion and ellipse.</td>
<td>Thematic based work: meadows and meadows, bees, insects and wildflowers. Practice with a wide range of materials: inks, watercolours, pastels, collage. Cross-curricular links are explored with science.</td>
</tr>
<tr>
<td>Biology</td>
<td>Microscopy: Cell structure, specialised cells and organs, Characteristics of Living Things, Classification Animals and Plants</td>
<td>Reproduction: Asexual, Human (including puberty and healthcare during pregnancy), Flowering plants</td>
<td>Ecology (including food chains and webs)</td>
</tr>
<tr>
<td>Careers</td>
<td>'Step Up' Careers Programme, Year 7 Charity Enterprise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>Lab Safety and Hazard Signs, Acids and Alkalis, Physical and Chemical Changes</td>
<td>Solids, Liquids and Gases, Changes of State, Solubility</td>
<td>Separating Mixtures, Hydrogen</td>
</tr>
<tr>
<td>Drama</td>
<td>Desert Island: tableaux, focus, characterisation, spatial awareness.</td>
<td>Darkwood Manor Ghost Mystery: creating atmosphere, drawing in an audience, caricature, storytelling, vocal awareness.</td>
<td>Darkwood Manor continued: leading to find two-part performance which travels back to Tudor times. Research, directing and acting.</td>
</tr>
<tr>
<td>Food Technology</td>
<td>Healthy Eating, Nutrition, Methods of Cooking, Fruit and Vegetable Cookery, Basic Skills, Food Hygiene and Safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>What is Geography?; Map skills, Plate Tectonics, The Human Footprint, Fabulous Places Exam, Investigating UK, Field Trip, Geographical Skills</td>
<td>School, Leisure Activities, Animals, Food and Drink. Grammar to include the present tense of common regular and irregular verbs and an early introduction to other tenses.</td>
<td>Food and drink continued, the local area. Grammar to include articles of nouns, more present tense verbs, negative structures.</td>
</tr>
<tr>
<td>Geography</td>
<td>What is Geography?, Map skills, Plate Tectonics, The Human Footprint, Fabulous Places Exam, Investigating UK, Field Trip, Geographical Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maths</td>
<td>Mental Methods, Number Properties, Negative Numbers, Written Calculations, Order of Operations, Rounding, Calculations with Fractions, Angles</td>
<td>Calculations with Decimals, Conventions and Rules of Algebra, Averages, Displaying Data, Solving Two-Step Equations</td>
<td>Metric Units of Measurement, Multiplicative Reasoning (Ratio and Proportion), Perimeter, Area and Volume, Sequences</td>
</tr>
<tr>
<td>Music</td>
<td>Singing: Everybody in Year 7 sings in one of the school choirs, The Elements of Music: Tempo, Duration, Pitch, Texture, Dynamics, Timbre, Structure, Notation of pitch and rhythm: Notes of the treble clef, Note values, Rest values, Time signatures, Instruments of the orchestra: Sound formation, Identifying instruments by ear, recognising instrument families, Composing projects: Major/Minor tonality, Fanfares, Underdark rhythms, The Listening Project: Short listening assignments for homework issued weekly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## YEAR 7 CURRICULUM OUTLINE (continued)

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>AUTUMN TERM</th>
<th>SPRING TERM</th>
<th>SUMMER TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE</td>
<td>Introduction to Lacrosse: Skills &amp; Game, Basic netball: Skills &amp; Game, Gymnastics: balance, locomotion, Swimming: strokes, water skills, water safety, Personal survival, Badminton, Hockey, Football, Rugby and Fitness</td>
<td>Tennis: strokes, Rounders, Athletics, Cricket, Swimming continued</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>Measuring and Investigating, Heating and Cooling, Forces</td>
<td>Circuits, Magnetsmism</td>
<td>Light, The Solar System</td>
</tr>
<tr>
<td>Theology &amp; Philosophy</td>
<td>The Big Story: A philosophical investigation into the meta-narrative of the Bible on human nature and purpose. Exploring the origins and key beliefs of Judaism and Christianity.</td>
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</tr>
</tbody>
</table>

## YEAR 8 CURRICULUM OUTLINE

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>AUTUMN TERM</th>
<th>SPRING TERM</th>
<th>SUMMER TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art &amp; Textiles</td>
<td>Drawing and design for textiles. Introduction to basic textile techniques. How to construct a 3D textile object: examples are cupcakes, tarts and ice-creams. Simple fabric dying techniques; quilting and basic hand embroidery stitches are taught. These are then used to embellish and decorate the 3D piece made.</td>
<td>Natural Forms. Creative drawing using different mediums: charcoal, oil pastels, pen and ink, ink wash and brush, collage. Imaginative composition in mixed media. Etching &amp; poly board printing.</td>
<td>A Brief look at The History of Modern Art: Cezanne, Picasso, Ledger, Mondrian and Mattisse. Contextual studies of how, and why artists work in different ways, and different approaches. Experimenting with painting and drawing. Techniques, composition and collage.</td>
</tr>
<tr>
<td>Biology</td>
<td>The heart, blood and circulatory system Breathing and Respiration: Effects of Smoking</td>
<td>Micro-organisms: types, uses in food production, and preservation, disease, decay and nutrient cycling</td>
<td>Plant nutrition: leaf structure &amp; photosynthesis</td>
</tr>
<tr>
<td>Classical Civilisation</td>
<td>Greek Myths and Legends: gods and goddesses, creation, temples and worship, land of the dead, Persephone, Orpheus and Eurydice.</td>
<td>Egyptian Myths and Legends: gods and goddesses, temples, funerary practices</td>
<td>Sport in the Ancient World: Olympics</td>
</tr>
<tr>
<td>Drama</td>
<td>The Disappearance of Ruth Roberts: problem-solving, acting, directing, flashback, narration, status.</td>
<td>Letters &amp; thrillers: sub-text, solo work, creativity, communication.</td>
<td>Technical Theatre: Thrillers continued leading to an assessed performance which is technically operated by another group.</td>
</tr>
<tr>
<td>English</td>
<td>Key Focus for Year: using formal and sophisticated language, Literature and the Past: a critical essay on creation of atmosphere and some creative writing in role, Formal Language in Non-fiction: writing a formal letter, Poetry from Different Experiences: an essay comparing two poems, and writing a poem using contrasts, Debating, Discussing and Arguing: writing and debating using formal language, Examination: literary heritage prose comprehension and a formal language writing task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>Local Area, Lifestyle (clothes, different occasions, activities), Music Preferences. Grammar to include regular and irregular verbs, reflexive verbs, possessive adjectives.</td>
<td>Holidays, Festivals, Sport and Leisure. Grammar to include the present tense, the near future, conditional tense expressions, the perfect tense.</td>
<td>Daily Life, Issues in Francophone countries. Grammar to include comparisons, the near future, reflexive verbs, the perfect tense, expressions using ‘wouit’.</td>
</tr>
<tr>
<td>Geography</td>
<td>World Geography, Ecosystems and Global Biomes Population, World Cities, Exams, Coastal Landscapes, Fieldwork, Project write up.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>Facts about German-speaking countries, classroom language, greetings, names, the alphabet, numbers, ages and birthdays, countries and languages. Grammar to include gender, indefinite articles, the verbs to have and to be.</td>
<td>Family and pets, colours, descriptions, school and classroom, telling the time, timetables. Grammar to include possessive adjectives, negatives, noun plurals, pronouns, gender, word order.</td>
<td>Free time and hobbies, sports, musical instruments, IT interests, where you live, weather, home and bedroom, higher numbers. Grammar to include present tense of regular and common irregular verbs, connectives, prepositions.</td>
</tr>
</tbody>
</table>
YEAR 8 CURRICULUM OUTLINE (continued)

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>AUTUMN TERM</th>
<th>SPRING TERM</th>
<th>SUMMER TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History</strong></td>
<td>Henry VIII and the Reformation, Edward VI and Mary I: Their Changes to the Church</td>
<td>Elizabeth I: The Civil War, The Interregnum and Restoration, The Glorious Revolution</td>
<td>The Agricultural and Industrial Revolutions: Life in the 18th and 19th Century City and Factory</td>
</tr>
<tr>
<td><strong>Maths</strong></td>
<td>Primes, factors and multiples; Indices; Calculations; Algebraic expressions; Linear equations; Rearranging formulae; Circles; Area and Volume; Pythagoras’ Theorem</td>
<td>Probability; Proportional reasoning: Transformations; Fractions, Decimals and Percentages</td>
<td>Straight line graphs; Angles within parallel lines and polygons; Bearings; Displaying data; Constructions.</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td>All five units include listening, composing and performing tasks. The Listening Project: Short listening assignments for homework issued weekly.</td>
<td>Unit 1: Programme music Unit 2: The music of Indonesia Unit 3: Ground bass Unit 4: Experimental music</td>
<td>Unit 5: An introduction to opera</td>
</tr>
<tr>
<td><strong>Spanish</strong></td>
<td>Introducing yourself and giving personal information, school. Grammar to include articles, present tense and adjective agreements.</td>
<td>Family and pets, your house. Grammar to include using ‘tener’ and ‘ser’ in the present tense, adjective position, stem-changing and reflexive verbs in the present tense.</td>
<td>Free time and hobbies, your town. Grammar to include opinions and infinitive, the near future tense, comparatives.</td>
</tr>
<tr>
<td><strong>Theology &amp; Philosophy</strong></td>
<td>An introduction to Philosophy: The Young Philosophers, Exploring Ancient Greek and Modern Day Philosophy, Engaging in debate on modern day ethical issues.</td>
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</tbody>
</table>

YEAR 9 CURRICULUM OUTLINE

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>3D Design</strong></td>
<td>Architecture based on shells. Observational research to extract pattern, shape and forms. Using a range of materials to develop and ‘play’ with ideas. Using a sketchbook to record the creative journey. Analysis and experimentation of technical drawing. Geometry and 3D shapes in design. 2D design CAD and CAM using the laser cutter.</td>
<td></td>
<td>Workshops taking up one or two lessons. Covering skills in pewter casting, resin pouring, wirework and ceramics.</td>
</tr>
<tr>
<td><strong>Art</strong></td>
<td>Portraiture: Self-portrait drawings and painting using range of approaches and media. Contextual studies: portraits in History of Art. Girls are encouraged to independently visit the National Portrait Gallery and The B.P Portrait awards.</td>
<td>Figure drawing, proportions and composition. Collage, pencil, pen and ink, overlapping lines. The moving figure, figures in action and posed-quick observational sketching. Looking at figures in paintings for inspiration towards producing a sustained A2 painting of self.</td>
<td>Patterns and Motifs. A study of colours, design and symbols from different cultures. Design development from studies, through to a line cut block and printing.</td>
</tr>
<tr>
<td><strong>Biology</strong></td>
<td>Human Nutrition: Balanced Diet; digestive system structure &amp; function, enzymes &amp; their properties</td>
<td>Cell structure + specialised cells. Osmosis, diffusion + active transport. Ecology: key terms, food chains and webs, energy transfer, carbon cycle</td>
<td>Human influences on the environment Pollution (inc. acid rain, eutrophication, carbon cycle, deforestation, global warming).</td>
</tr>
<tr>
<td><strong>Careers</strong></td>
<td>Buzz Quiz and Careers Investigation. Personal interviews &amp; tutorials re-GCSE choices. Financial Awareness: Step Ahead Careers Programme.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## YEAR 9 CURRICULUM OUTLINE (continued)

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>AUTUMN TERM</th>
<th>SPRING TERM</th>
<th>SUMMER TERM</th>
</tr>
</thead>
</table>
| Computer Science | Programming in Microsoft Visual Basic.NET:  
- Variables. Constants.  
- Numeric data manipulation.  
- Operators: Relational, Boolean.  
- String manipulation: Length, Substring.  
- Case, Concatenation, Type check, ASCII.  
- Computer Science careers. | Programming in Microsoft Visual Basic.NET:  
- ID Arrays.  
- Random number generation. |
| English       | Key focus for year; preparing for IGCSE. Persuasive Language: study, write and perform a persuasive speech. Shakespeare: a critical essay.  
Creative Writing: short stories or films. Poetry: a critical response. Modern Drama: analysis of a key passage. Examination: poetry comprehension and a persuasive writing task. | Healthy eating and healthy lifestyles, life in the future, transport and holidays. Grammar to include impersonal structures, the perfect tense, the future tenses, negative structures, combining different tenses in one piece of work or in one sentence. | Types of homes, describing houses and rooms, ideal homes, jobs and ambitions. Grammar to include revision of present tense, si clauses, further use of different tenses, sr and quand with different tenses. |
| French        | Entertainment and advertising. TV, music, films, reading technology – old technology versus new technology. Grammar to include pronouns, present tense verbs, verb + infinitive structures, adjectives, impersonal structures | | |
| German        | Food and drink likes and dislikes, ordering and buying food, higher numbers, healthy eating. Grammar to include word order rules, using verbs to say what you would like to eat/drink, negative structures. | Local area, places and activities, directions, purchases such as tickets and gifts, understanding tourist information, fashion and shopping, school uniform. Grammar to include impersonal verbs e.g. es gibt, modal verbs, instructions, questions, verb agreements, adjective endings, conditional expressions, pronouns, future tense, comparisons. | Holidays and holiday activities, past experiences. Grammar to include prepositions, modal verbs, future tense, perfect tense. |
| History       | The development of the slave trade, its effects in Britain, Africa and America; why it was abolished.                                                                                                     | Democracy and the vote. The First World War in Europe.                                                                                                                                               | The Second World War in Britain and the rest of the world.                                                                                     |
| Maths         | Index Laws, Standard Form. Sequences, Algebraic manipulation; Expressions and formulae; Setting up and solving both linear and quadratic equations; Solving inequalities.       | Proportional reasoning; Trigonometric ratios; Surface area and volume; Straight line and quadratic graphs; Simultaneous equations.                                                                    | Statistics: Cumulative frequency graphs; Transformation geometry; Probability; Straight edge and compass constructions. |
| Music         | All three units include listening, composing and performing tasks. Composing tasks involve the use of the iMac technology suite (Sibelius and Garageband). |                                                                                 | |

Senior School Further Information 2020 | 17
### YEAR 9 CURRICULUM OUTLINE (continued)

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>AUTUMN TERM</th>
<th>SPRING TERM</th>
<th>SUMMER TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>My life (activities, places in a town), hobbies. Grammar to include revision of the present and near future tenses, comparatives, phrases with infinitives.</td>
<td>Holidays including past experiences, transport, activities, opinions, food Grammar to include the preterite tense using the present and preterite tenses together.</td>
<td>Clothes, school uniform, shopping, health, body parts, symptoms, healthy living. Grammar to include revision of adjective agreements, comparatives, present and near future tenses, superlatives and the structures 'se puede' and 'me duele(s)'.</td>
</tr>
<tr>
<td>Textiles</td>
<td>Observational drawing &amp; photography. English &amp; transfer quilting techniques; hand-sewing &amp; stitch sampling.</td>
<td>Introduction of machine sewing, embroidery and batik techniques in small groups.</td>
<td>Experimentation with silk painting &amp; textiles block and screen printing techniques sampled. Development of individual strengths &amp; project ideas incorporating at least 2 techniques.</td>
</tr>
</tbody>
</table>

### YEAR 10 CURRICULUM OUTLINE

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>AUTUMN TERM</th>
<th>SPRING TERM</th>
<th>SUMMER TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Techniques and Research: Experiment, Explore, Develop, Discover. Teacher-directed observational drawing, exploration and development of skills in a variety of mediums.</td>
<td>Plants: Transport, xylem, phloem; transpiration Response to light + gravity Coordination + response: Nervous system the eye. Hormones Homeostasis + excretion: Skin, kidneys – temperature regulation, water balance</td>
<td>Continuation of individual experimentation and composition ideas explored. Final outcome ideas explored. Research and individual gallery visits over Easter break. Lecture at The National Gallery on Composition Plan and produce final outcome 1.</td>
</tr>
<tr>
<td>Careers</td>
<td>Dragon’s Den Business Project. Cambridge Profiling. Specialist Careers Interview (optional).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>Trust exercises, group collaboration, Naturalistic theatre, building blocks of characterisation, communication techniques.</td>
<td>Devised Theatre rehearsal process</td>
<td>Devised theatre performance and portfolio.</td>
</tr>
<tr>
<td>French</td>
<td>Everyday life at home and at school; house and home, school life and routine, food and drink. Grammar to include indefinite articles and gender, definite articles of the present tense – regular and irregular verbs, adjectives.</td>
<td>Common ailments and healthy lifestyles; Media – TV and film; Self, family and friends – at home and abroad – relationships with family and friends, routine and helping at home. Grammar to include expressions with avoir, negatives, irregular present tense, modal verbs, possessive adjectives, irregular adjectives, reflexive verbs, imperatives.</td>
<td>Hobbies and interests, special occasions, holidays, tourist information. Grammar to include verbs followed by a and de, near future, verbs governing the infinitive, future tense, perfect tense, expressions with faire, prepositions.</td>
</tr>
</tbody>
</table>

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18 | Senior School Further Information 2020
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>AUTUMN TERM</th>
<th>SPRING TERM</th>
<th>SUMMER TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>The Challenge of Natural Hazards, Urban Change and Sustainability. Fieldtrip: London Physical Landscapes in the UK, Fieldtrip: Juniper Hall.</td>
<td>Common ailments and healthy lifestyles; Media – TV and film; Self, family and friends – at home and abroad – relationships with family and friends, routine and helping at home. Grammar to include impersonal verbs, adjectives as adverbs, modal verbs, separable verbs, connectors, subordinate clauses, adjectives, possessive adjectives, relative pronouns, reflexive verbs, the informal imperative, verbs with the dative.</td>
<td>Hobbies and interests, special occasions, holidays, tourist information. Grammar to include the use of geri, the future tense, the perfect tense, dates, the imperfect tense, conditional tense expressions, building longer sentences, demonstrative pronouns, the formal imperative.</td>
</tr>
<tr>
<td>German</td>
<td>Everyday life at home and at school; house and home, school life and routine, food and drink. Grammar to include indefinite articles and gender; definite articles, pronouns, the present tense – regular and irregular verbs, prepositions and cases, numbers, asking questions, plural nouns, comparative and superlative, adjectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>International Relations 1919 - 39</td>
<td>Germany 1918 - 1945</td>
<td>Coursework</td>
</tr>
<tr>
<td>Maths</td>
<td>Substitution; Rearranging formulae; Solving linear equations; Percentages; Surface area and volume; Degrees of accuracy: Circle theorems; Probability tree diagram.</td>
<td>Simultaneous equations; Manipulating quadratic expressions; Solving quadratic equations; Advanced trigonometry (including working in three dimensions).</td>
<td>Algebraic fractions; Straight line graphs; Representing inequalities in two variables; Manipulating indices and surds.</td>
</tr>
<tr>
<td>Music</td>
<td>1st Half Rudiments: Revision/learning: Pitch, note values, time signatures, key signatures, scales, modes and intervals. Elements of Music: Instruments; structure; texture Composition: melody writing and harmonisation Performance: ongoing focus on solo and ensemble works guided in consultation with instrumental teachers (YMT’s) 2nd Half Baroque, Classical, Romantic and 20th C Music: Genres, compositional devices, structure, instruments, the orchestra as appropriate Rudiments: Chords and cadences Composition: texture, structure, Sibelius revision, text-setting Performance: ongoing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>Family and friends (relationships); House and home; Daily routine and helping at home; Town and rural life; Food and drink (healthy eating). Grammar to include: the present tense – regular and irregular verbs, adjectives: ‘ser’ vs. ‘estar’, reflexive verbs, imperfect tense, preterite tense; direct and indirect objects, impersonal verbs.</td>
<td>Common ailments and healthy lifestyles; Sports; Accidents and injuries; Public services (bank, post office); Shopping and money matters. Grammar to include: expressions with ‘tener’, negatives, modal verbs, possessive adjectives, irregular adjectives, revisit ‘ser’ and ‘estar’, revisit direct object pronouns.</td>
<td>Everyday life in a Spanish-speaking country; Customs and festivals; Special occasions. Grammar to include: Interrogative pronouns, revisit indirect object pronouns, revision of nationalities, impersonal verbs, simple past, revisit imperfect tense.</td>
</tr>
<tr>
<td>Textiles</td>
<td>Wild flowers and Insects or Natural Forms: Students are encouraged to bring in their own objects. Creative Drawing relevant to textiles techniques, then the technique itself. Reverse applique - Screen printing - Hand stitching. Visit to Knit &amp; Stitch Show.</td>
<td>Wild flowers and Insects or Natural Forms continued. Creative Drawing towards techniques and then a choice of: Machine embroidery – Batik – Weaving Contextual study skills developed.</td>
<td>Wild flowers and Insects or Natural Forms continued. Creative Drawing towards techniques and then a choice of: Felt making – Natural dying - Fabric manipulation</td>
</tr>
<tr>
<td>SUBJECT</td>
<td>AUTUMN TERM</td>
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<td>SUMMER TERM</td>
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</tr>
<tr>
<td><strong>Art</strong></td>
<td>Selection of work for coursework portfolio &amp; final outcome. Mock examination in December – a second outcome based on student’s portfolio. Deadline for all Coursework end of term.</td>
<td>GCSE Externally set task issued. Independent development of ideas, guided by teachers. Sketchbook based work. Research, gallery visits, practical studies in mediums of student’s choice. Drawing is an essential element for this component as is recording of ideas and development with specialist vocabulary throughout. Final 10 hour practical examination maybe at the end of this term.</td>
<td>Final 10 hour practical examination maybe at the start of this term. Tidy up sketch books and present any loose work, in preparation for visiting moderation.</td>
</tr>
<tr>
<td><strong>Careers</strong></td>
<td>Sixth Form Open Evening. Personal interviews on A Level choices. Learning Styles</td>
<td>Work Experience Preparation. NCS intro.</td>
<td>Work: experience &amp; debriefing. Tutorials: writing a CV</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>Prose and Poetry coursework. Preparing Anthology non-fiction texts and poetry for the examination. Practice writing tasks for the examination. Literary Heritage coursework. Preparation and revision for the final examinations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>French</strong></td>
<td>Holidays or School life and routine, (dependent on teaching group); the media, Information and communication technology. Preparation for mock exams. Grammar to include the present, perfect, future and conditional tenses, prepositions, adjectives, infinitive structures, reflexive verbs.</td>
<td>Mock exams and post-exam work. Environmental issues, shopping and money matters, sports and exercises, accidents, injuries, common ailments and health issues, services e.g. bank and post office. Oral examination preparation. Continued grammar revision and practice.</td>
<td>Oral examinations. Revision of all topic areas and grammar; preparation for written papers.</td>
</tr>
<tr>
<td><strong>German</strong></td>
<td>Family relationships and life at home, hobbies, special occasions, holidays, life in the town and rural life, shopping, public services. Preparation for mock exams. Grammar to include possessive adjectives, relative pronouns, reflexive verbs, the imperative, cases, past and future tenses, building sentences, prepositions, adverbs.</td>
<td>Mock exams and post-exam work. The environment, weather, everyday life, customs, transport, childhood, school, sport, accidents and injuries, work, future plans, communication. Oral examination preparation. Grammar to include negative structures, indefinite pronouns, the genitive, further work on tenses, clauses, modal verbs.</td>
<td>Oral examinations. Revision of all topic areas and grammar; preparation for written papers.</td>
</tr>
<tr>
<td><strong>History</strong></td>
<td>Coursework. Cold War 1945 - 1989</td>
<td>Cold War 1945 – 1989.</td>
<td>Revision</td>
</tr>
<tr>
<td><strong>Maths</strong></td>
<td>Algebraic proportion; Set Theory language and notation; Histograms; Function Notation; Similar Shapes; Graphs – transformations and trigonometric graphs.</td>
<td>Vectors: Calculus Mock examination. Exam preparation and revision topics as appropriate.</td>
<td>Revision.</td>
</tr>
<tr>
<td>SUBJECT</td>
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<td>SUMMER TERM</td>
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</tr>
<tr>
<td>Music</td>
<td>1st Half Revision of World Music: practice questions Composition I begin Aural and rudiments revised &amp; continued Listening Mock Exam II: (full past paper) 2nd Half Revision of World Music: practice questions Composition I complete Aural and Rudiments revised and continued Listening Mock Exam II: (past paper)</td>
<td>1st Half Revision of Set Works: Practice questions Composition II: Performance: ongoing 2nd Half Revision for Listening Paper Complete composition, coursework and performance. Recordings of performances and compositions for submission to exam board.</td>
<td>Revision for Listening paper</td>
</tr>
<tr>
<td>PE</td>
<td>Volleyball, Squash, Netball, Badminton, Fitness and other activities according to group size, i.e. Pilates, Benchball, Uni-Hockey Lacrosse, Football, Rugby, Trampolining. GCSE PE Full Course.</td>
<td></td>
<td>Tennis, Rounders, Cricket, Athletics.</td>
</tr>
<tr>
<td>Textiles</td>
<td>Selection of work for coursework portfolio &amp; final outcome. Mock examination in December – a second outcome based on student’s portfolio. Deadline for all Coursework end of term.</td>
<td>GCSE Externally set task issued. Independent development of ideas, guided by teachers. Sketchbook based work. Research, gallery visits, practical studies in mediums of student’s choice. Drawing is an essential element for this component as is recording of ideas and development with specialist vocabulary throughout. Final 10 hour practical examination maybe at the start of this term.</td>
<td>Final 10 hour practical examination maybe at the start of this term. All work presented for final marking. Tidy up sketch books and present any loose work, in preparation for visiting moderation.</td>
</tr>
</tbody>
</table>
Co-Curricular Activities

A VOYAGE OF ENRICHMENT & DISCOVERY

At Walthamstow Hall, we have a positive and vibrant community where girls are encouraged to take advantage of the opportunities open to them. In keeping with the School’s emblem of a ‘ship’, as a reminder of its Foundation for the daughters of missionaries serving overseas, the Co-Curricular programme may best be viewed as a ‘voyage’ of enrichment and discovery. Students learn to navigate their passage throughout their School journey, by being prepared to take risks and try out new things. There are over 70 co-curricular clubs and activities available, some of which take place in the morning, and most during the extended daily lunch break or after school.

VOLUNTEERING
- Booked for Lunch
- Peer Mentoring
- School Council
- Student Librarians
- Young Archivists

OPPORTUNITIES & CHALLENGES
- Active Adventures Award
- Bar Mock Trial
- Bush Craft
- Careers Drop-in
- Diverse Leaders Network Programme
- Duke of Edinburgh Award Scheme
- Listening Course
- Touch Typing
- Young Enterprise Scheme

YOUR HEALTH & WELL-BEING
- Badminton
- Christian Union
- Contemporary Dance
- Curling
- Dance
- Fitness
- Food for Thought
- Football
- Gymnastics
- Judo
- Lacrosse
- Mindfulness
- Netball
- Rugby
- Running
- Squash
- Swimming
- Taekwon-do
- Trampolining
- Wake and Shake

ARTS & CREATIVITY
- Art & Textiles Club
- Art Club
- Carnegie Shadowing
- Clarinet Quartet
- Coda Editorial Team
- Drama
- Flute Choir
- Groovy Graphics
- Lower School Chamber Choir
- Photography Club
- Senior Chamber Choir
- Show Band
- Staff and Sixth Form Book Club
- String Quartet
- Symphony Orchestra
- Technical Theatre Club
- Training Orchestra
- Vivaldi String Orchestra
- Year 7 Choir

GLOBAL CITIZENSHIP
- Debating Society
- Kent Youth County Council
- Model United Nations
- National Citizens Service
- Wildlife and Environmental Club

ENRICHMENT OF ACADEMIC STUDY
- Bridge Club
- Chess Club
- Computer Science Club
- Design Technology Club
- French Culture Club
- Geography Clinic
- Geography Club
- History Clinic
- History Club
- Latin Clinic
- Maths Support
- Maths Team Challenge competitions
- Science Club
- Spanish Club
- Young Engineers
Senior School Admissions Procedures

The main points of entry to Walthamstow Hall Senior School are at Year 7 (11+), Year 9 (13+) and Year 12 (Sixth Form). Applications are received for girls from over 40 schools in both the state and independent sector, including Walthamstow Hall Junior School. All applicants follow the same admissions process.

YEAR GROUP AND CLASS SIZES

Walthamstow Hall has a three form entry at Year 7. Year 7 is usually a cohort of between 50-60 pupils, made up of three forms of around 20.

Typically, up to 10 additional students join at Year 9 when an extra class is added, making four forms of around 15 - 17 pupils each.

BEFORE MAKING AN APPLICATION

Before applying to Walthamstow Hall parents are invited to read the School’s prospectus, this Information Booklet and the School’s Admissions policy (all school policies are available at www.walthamstow-hall.co.uk).

MAKING AN APPLICATION

• Parents who wish to apply for a place must complete the ‘Application for Admission’ form which can be found in the prospectus pack. The completed form must be returned to the Registrar together with a registration fee of £100.

• For Year 7, 9 and 12 entry in 2020 the deadline for submitting the Application for Admission form and registration fee is Monday 7 October 2019. Applications may be made after this date in exceptional circumstances, but such applicants may not be eligible for Scholarships or Awards.

ADMISSIONS PROCEDURE – YEAR 7

The Admissions process for Year 7 entry takes place in the Autumn term prior to entry, for example in Autumn 2019 for entry in September 2020.

There are three elements to Walthamstow Hall’s Year 7 entry process;

i) a Head’s report is requested from the candidate’s current school

ii) the Headmistress and senior staff interview every candidate

iii) candidates sit entrance papers in English and Mathematics. Past papers are not available.

Special arrangements are made for candidates with Special Educational Needs supported by an Educational Psychologist’s Report. Parents will be invited to advise the school should this apply to their daughter.

Year 7 candidates who wish to be considered for academic scholarship sit scholarship papers after the entrance exam, on the same day. Candidates who perform very strongly in this exam are invited to attend scholarship interviews.

Sports scholarship assessments and Music scholarship auditions also take place in the Autumn term.

Decisions on the offer of a place are sent home by post at the end of the Autumn term. Offer letters include details of any scholarships or bursaries awarded.

The number of applicants typically outpaces the number of places available and so the School establishes a waiting list of candidates. Firm places are offered to those on the waiting list as they become available, often in the Spring Term.

Late applications are added to the waiting list and assessment is offered should a place become available.
ADMISSIONS PROCEDURE – YEAR 9

The Admissions process for Year 9 entry takes place at the very beginning of the Spring term prior to entry, for example, in January 2020 for entry in September 2020. There are three elements to Walthamstow Hall’s Year 9 entry process;

• A Head’s report is requested from the candidate’s current school
• The Headmistress or senior staff interview every candidate
• Candidates sit either general entrance or academic scholarship papers. General entrance papers are in Mathematics, English and Science. Year 9 academic scholarship papers are in Mathematics, English, Biology, Chemistry, Physics and a subject of the candidate’s choosing.

Special arrangements are made for pupils with Special Educational Needs supported by an Educational Psychologist’s Report. Parents will be invited to advise the school should this apply to their daughter.

Academic scholarships are awarded to those candidates who perform exceptionally well in the scholarship examinations and in the scholarship interview recall.

Sports scholarship assessments and Music and Drama scholarship auditions also take place in the Spring term.

Decisions on the offer of a place are sent home by post at the end of the Spring term. Offer letters include details of any scholarships or bursaries awarded.

ADMISSIONS PROCEDURE – YEAR 12

The Admissions process for Year 12 entry takes place in the Autumn term prior to entry, for example in November 2019 for entry in September 2020.

We advise prospective Sixth Form students to attend the Sixth Form Information Evening and School Open Morning, both in late September.

There are three elements to Walthamstow Hall’s Year 12 entry process;

• a Head’s report is requested from the candidate’s current school
• the Headmistress or senior staff interview every candidate
• candidates must achieve a minimum of 7, (9 - 6) GCSE grades, including Mathematics & English. It is advisable that grades are an 8 or 9 for subjects being taken at A Level. A grade 7 will be considered on a case by case basis.

Year 12 candidates who wish to apply for a Sixth Form academic scholarship sit scholarship papers in two subjects of their choosing together with a general paper.

New Sixth Form scholarships for Art, Drama, Music and Sport have been introduced for the academic year 2020/21. Auditions/assessments for these scholarships will take place in November and December 2019.

Decisions on the offer of a place are sent home by post at the end of the Autumn term. Offer letters include details of any scholarships or bursaries awarded.

It is possible to submit late applications for Sixth Form entry.

ADMISSIONS KEY DATES FOR 2020 ENTRY

The key dates for September 2020 entry can be found on page 27.

ADMISSIONS CRITERIA

Places are offered to girls who demonstrate their academic potential and the likelihood that they will benefit from the ethos of the school, and the broad and challenging education that it provides.

The selection will be based on:
• a Head’s report from the candidate’s current school, including assessment data e.g. base-line test score
• interview with the Headmistress and /senior staff at the School
• the candidate’s performance in the School’s own entrance examinations
• the parents’ expressed preference in choice of schools. In the instance of oversubscription, Walthamstow Hall may take into account whether it is the first choice of school.

SELECTION IN AN OVERSUBSCRIBED YEAR

Where all things are equal the following criteria will be used:

i) a daughter of a missionary
ii) a sibling whose sister is in the School at the date of the application

ii) in the event of a ‘tie-breaker’ proving necessary, the School will, as a last resort, take into account the proximity of home to school.
ACCEPTING A PLACE – KEY DATES AND WAITING LISTS

Offer letters for Year 7 and Year 9 places will include a deadline for acceptance. The deadline gives parents just under three months to make their decision. The date is selected to tie in with the timings of offers from other schools, including those based on the Kent Test, to enable parents to be abreast of all of the options available to their daughter prior to committing to Walthamstow Hall. If places are not accepted by the acceptance deadline the offer is rescinded. The day after the acceptance deadline has passed places which have not been accepted are offered to girls on the waiting list.

ACCEPTING A PLACE – THE CONTRACT

The Parents’ agreement with the School to pay fees, extras and fees in lieu of notice (“Fees”) is set out in the School’s Terms and Conditions and the Parent Contract (formerly the Form of Undertaking).

To signify acceptance of the offer of a place, parents are required to sign the Contract sent with their offer letter and pay a deposit of half a term’s fees (this is scaled down pro rata for Bursary and Scholarship holders). The Contract constitutes the sole contract between the school and a girl’s parents. In signing the Contract parents are confirming that they have read and accept the Terms and Conditions which it contains, including those relating to the admission and withdrawal of a pupil.

The Contract Terms and Conditions may not be modified in any way without the written agreement of the School. The Terms and Conditions may be amended from time to time and their provisions, subject to any such amendments, will apply for the whole of a period during which a girl continues to attend the school, irrespective of age. Admission to or retention in the school of a pupil is conditional on acceptance of them, and on the recognition that the Headmistress has complete discretion in the imposition of sanctions. All communication should be addressed to her.

ACCEPTING A PLACE – THE DEPOSIT

The deposit paid when accepting a place is half a term’s fees. (Fees for the academic year 2019/2020 are detailed on page 19). This sum is scaled down pro rata for both bursary and scholarship holders.

The majority of the deposit will be offset against a girl’s first terms fees.

£500 of the deposit will be retained by the school to be offset against any outstanding charges at the end of the girl’s time at Walthamstow Hall. Once outstanding extras have been paid the remainder will be returned to parents when their daughter leaves the school. Once the Contract has been signed parents are committed to paying a full term’s fees even if a girl does not take up the accepted place.

ADMISSIONS APPEALS

The Headmistress’s decision is final, but if a parent has a concern or complaint about the admission process it should be discussed first with the Headmistress, and if there is no satisfactory outcome, a complaint can be made to the Governing Body. The complaint should be put in writing to the Clerk to the Governing Body. A committee of the Governing Body will consider the complaint and make a ruling.

ADMISSIONS REGISTER

An Admissions register is pulled and stored on the first day of every month.

For additional information please refer to the school’s Admissions Policy at www.walthamstow-hall.co.uk
Admissions Key Dates
For Entry in September 2020

Places at Walthamstow Hall are oversubscribed with waiting lists in operation for most year groups. For this reason all applications for a place must be made according to the closing dates and timetable outlined below. Applications made after the October deadline will be added to a waiting list and an assessment offered should a place become available.

<table>
<thead>
<tr>
<th>YEAR 7 ENTRY</th>
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</thead>
<tbody>
<tr>
<td>Open Morning</td>
<td>Saturday 28 September 2019</td>
<td>9.50 – 12.15</td>
<td></td>
</tr>
<tr>
<td>Closing date for application form and registration fee</td>
<td>Monday 7 October 2019</td>
<td>By 17.00</td>
<td></td>
</tr>
<tr>
<td>Entrance interviews</td>
<td>24 September - 17 October 2019</td>
<td>Times to be advised</td>
<td></td>
</tr>
<tr>
<td>Entrance examination</td>
<td>Saturday 9 November 2019</td>
<td>9.15 – 11.50</td>
<td></td>
</tr>
<tr>
<td>Academic scholarship examination</td>
<td>Saturday 9 November 2019</td>
<td>13.00 – 15.15</td>
<td></td>
</tr>
<tr>
<td>Sports Scholarship assessments</td>
<td>Tuesday 5 November 2019</td>
<td>8.40 – 12.00</td>
<td></td>
</tr>
<tr>
<td>Music scholarship auditions</td>
<td>Wednesday 6 November &amp; Thursday 7 November 2019</td>
<td>Auditions take place throughout the morning</td>
<td></td>
</tr>
<tr>
<td>Sports scholarship recall interview</td>
<td>Tuesday 26 November 2019</td>
<td>Afternoon</td>
<td></td>
</tr>
<tr>
<td>Academic scholarship recall interviews</td>
<td>Monday 25 November 2019</td>
<td>Times to be advised</td>
<td></td>
</tr>
<tr>
<td>Offer letters dispatched</td>
<td>By the end of Autumn term 2019</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Parents’ deadline to accept offer of a place</td>
<td>By 4 March 2020</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Offers can be made to waiting list</td>
<td>From 5 March 2020</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 9 ENTRY</th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Morning</td>
<td>Saturday 28 September 2019</td>
<td>9.50 – 12.15</td>
<td></td>
</tr>
<tr>
<td>Closing date for application form and registration fee</td>
<td>Monday 7 October 2019</td>
<td>By 17.00</td>
<td></td>
</tr>
<tr>
<td>Sports Scholarship assessments</td>
<td>Monday 13 January 2020</td>
<td>Morning</td>
<td></td>
</tr>
<tr>
<td>Art award examination</td>
<td>Monday 13 January 2020</td>
<td>Afternoon</td>
<td></td>
</tr>
<tr>
<td>Music scholarship auditions</td>
<td>Tuesday 14 January 2020</td>
<td>All day</td>
<td></td>
</tr>
<tr>
<td>Drama award auditions</td>
<td>Wednesday 15 January 2020</td>
<td>All day</td>
<td></td>
</tr>
<tr>
<td>Entrance Interviews</td>
<td>Thursday 16 January 2020</td>
<td>Afternoon</td>
<td></td>
</tr>
<tr>
<td>Entrance examination for non-scholarship applications</td>
<td>Friday 17 January 2020</td>
<td>Morning</td>
<td></td>
</tr>
<tr>
<td>Academic Scholarship exam</td>
<td>Saturday 18 January 2020</td>
<td>All day</td>
<td></td>
</tr>
<tr>
<td>Offer letters dispatched</td>
<td>Before Spring half term 2020</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 12 ENTRY</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sixth Form Information Evening</td>
<td>Thursday 3 October 2019</td>
<td>18.00 – 20.00</td>
<td></td>
</tr>
<tr>
<td>Open Mornings</td>
<td>Saturday 28 September 2019 &amp; Thursday 12 March 2020</td>
<td>9.50 – 12.15</td>
<td></td>
</tr>
<tr>
<td>Closing date for scholarship application form and registration fee for Sixth Form scholarship</td>
<td>Monday 11 October 2019</td>
<td>By 17.00</td>
<td></td>
</tr>
<tr>
<td>Art Scholarship Assessment</td>
<td>Tuesday 5 November 2019</td>
<td>9.00 – 12.30</td>
<td></td>
</tr>
<tr>
<td>Music Scholarship Audition</td>
<td>Wednesday 6 November 2019</td>
<td>9.00</td>
<td></td>
</tr>
<tr>
<td>Art Scholarship Interviews</td>
<td>Monday 11 November 2019</td>
<td>10.30 – 12.00</td>
<td></td>
</tr>
<tr>
<td>Sport Scholarship Assessments</td>
<td>Monday 11 November 2019</td>
<td>Morning</td>
<td></td>
</tr>
<tr>
<td>Academic Scholarship interviews</td>
<td>Friday 15 November 2019</td>
<td>9.30 – 15.30</td>
<td></td>
</tr>
<tr>
<td>Academic Scholarship examinations</td>
<td>Saturday 16 November 2019</td>
<td>8.30 – 15.30</td>
<td></td>
</tr>
<tr>
<td>Offer letters dispatched</td>
<td>Before the end of Autumn term 2019</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Sports Scholarship Interviews</td>
<td>Friday 22 November 2019</td>
<td>9.00 – 10.00</td>
<td></td>
</tr>
<tr>
<td>Drama Scholarship Audition</td>
<td>Thursday 5 December</td>
<td>15.30 - 16.30</td>
<td></td>
</tr>
</tbody>
</table>
FEES: Academic Year 2019 - 2020

TUITION FEES AND EXTRA SUBJECT CHARGES FROM AUTUMN TERM 2019

1. FEES

<table>
<thead>
<tr>
<th></th>
<th>£</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior School Termly Fees</td>
<td>6,895</td>
</tr>
<tr>
<td>Registration Fee</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Tuition fees are discounted for second daughters (5%) and third and subsequent daughters (10%)

2. EXTRA SUBJECTS (10 LESSONS PER TERM)

<table>
<thead>
<tr>
<th>Subject</th>
<th>£</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music (Individual)</td>
<td>228.00</td>
</tr>
<tr>
<td>Music Theory (Group of 7–10 girls)</td>
<td>47.00</td>
</tr>
<tr>
<td>Trinity Speech &amp; Drama (Individual)</td>
<td>212.00</td>
</tr>
<tr>
<td>Trinity Speech &amp; Drama (Pairs, per person)</td>
<td>155.00</td>
</tr>
<tr>
<td>Musical Theatre (Individual)</td>
<td>212.00</td>
</tr>
<tr>
<td>Musical Theatre Pairs (per person)</td>
<td>155.00</td>
</tr>
<tr>
<td>Learning Support and English as a Foreign Language Coaching (Individual)</td>
<td>206.00</td>
</tr>
</tbody>
</table>

Tennis, Squash, Judo and Fencing lessons are available by arrangement in the Senior School. Fees vary according to demand.

3. ADDITIONAL EXTRAS

<table>
<thead>
<tr>
<th>Service</th>
<th>£</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior School Lunch</td>
<td>270.00</td>
</tr>
<tr>
<td>Senior School late-study including tea (daily charge)</td>
<td>3.35</td>
</tr>
<tr>
<td>Horton Kirby/Farningham, Kings Hill, Oxted, Tonbridge, Tunbridge Wells mini-bus services, return, including tea</td>
<td>360.00</td>
</tr>
<tr>
<td>Horton Kirby/Farningham, Kings Hill, Oxted, Tonbridge, Tunbridge Wells mini-bus services, single, including tea</td>
<td>196.00</td>
</tr>
<tr>
<td>Otford/Kemsing mini-bus service, return including tea</td>
<td>230.00</td>
</tr>
<tr>
<td>Otford/Kemsing mini-bus service, single</td>
<td>130.00</td>
</tr>
<tr>
<td>Sevenoaks station mini-bus, return</td>
<td>62.00</td>
</tr>
</tbody>
</table>

FEE REVIEW

Fees are reviewed by the Governing Body on an annual basis. Governors reserve the right to change other charges without notice.

PAYMENT OF FEES

Parents are contractually obliged to pay fees termly in advance and extras termly in arrears. Fees will be invoiced in advance of the start of each term and will include the preceding term’s extras, if applicable. Invoices are due and payable before the commencement of the term to which they relate.

i) ELECTRONIC TRANSFERS PAYMENTS by electronic transfer into the School’s bank account is the preferred method of payment by BACs transfer, an annual direct debit or monthly direct debit. Monthly direct debit is the payment option chosen by most parents, in this method of payment fees are paid in equal instalments over the ten-monthly period from August to May. The amount of any bank charges incurred by the School for such transfers will be charged on the next invoice.

ii) CASH. The School will not accept cash in settlement of invoices.

iii) COMPANY CHEQUES OR TRANSFERS.

The School reserves the right to refuse payment of invoices from companies or businesses unless they have a formal third party agreement with that company or business for the payment of Fees. The School also reserves the right to refuse to accept payment from a company account unless it can be demonstrated that the Parents own 51% or more of the company from which the payment is proposed to be made.
If Parents do not own a controlling interest in the Company, payment must be accompanied by a board Minute authorising that payment, and stating that at the time of payment, the Company was solvent, and that the payment will not cause the Company to become insolvent.

iv) PAYMENTS FROM THIRD PARTIES. The School reserves the right to refuse payment from a third party unless there is a formal third party agreement in place for the payment of Fees. Any agreement with a third party (such as a grandparent) to pay Fees due to the School does not in itself release Parents from liability if the third party defaults and does not affect the operation of the Contract, unless an express release has been given in writing, signed by the Bursar.

v) ADVANCE PAYMENTS. Favourable terms are available for the payment of tuition fees more than one year in advance, however, the number of pupils per year group to whom this arrangement can apply is limited. ‘Extras’ cannot be paid for in advance. Advance payments will be subject to a separate contract between the School and the Parents which provides for, amongst other conditions, a refund of the unused part of the prepayment in the event of the Pupil’s leaving the School earlier than expected. Fees in lieu of notice (where applicable) and any other sum due and owing to the School at that time will be deducted from the sum to be refunded.

Full details are available from the Bursar.

PAYMENT OF ‘EXTRAS’

‘Extras’ refers to the cost of activities and charges which are offered in addition to the school’s core curricular and extra-curricular activities, for example; Trinity Drama lessons, Musical Instrument lessons, additional Tennis, Squash, Judo and Taekwon-Do lessons, Learning Support lessons, school trips and senior school lunches. A full list of extras charges can be found on page 27.

Extras are charged in arrears and paid at the beginning of each term. Extras are paid electronically, most commonly via termly direct debit.

Requests for extra drama, music, sport and learning support tuition should be made to the Headmistress. A full term’s written notice to the Headmistress is required prior to a pupil withdrawing from extra tuition or the mini bus. Half a term’s notice is required to withdraw from school lunches or the appropriate charges will be made in lieu of this.

JOINT AND SEVERAL LIABILITY

Parents are advised that in the event there is more than one signatory to the Contract (or more than one contracting party), each of the contracting parties are jointly and severally liable for the whole of the obligations under the Contract. For the avoidance of doubt, this means that they are each responsible for payment of all the Fees. The School has no obligation to pursue all of the contracting parties in subsequent litigation.

ARREARS

In the event that Parents encounter difficulty in paying Fees, they are encouraged to notify the Finance Manager of this at the earliest opportunity, this enables proper consideration of eligibility for a Bursary to be given where appropriate.

i) LATE PAYMENT. Unless prior agreement with the Bursar has been reached, late payment of fees and extras will incur charges. The School reserves the right to make a late payment administration charge for every invoice not paid before the first day of each term. In addition to this administration charge, interest may, at the absolute discretion of the School, be charged on a day-to-day basis on Fees which are unpaid following the first day of term. The rate of interest charged will be 4% accruing on a daily basis, which represents a genuine pre-estimate of the cost to the School of a default, and the application of such interest will be notified to the Parents in writing. The Parents shall also be liable to pay all costs, fees, disbursements and charges including legal fees and costs reasonably incurred by the School in the recovery of any unpaid Fees regardless of the value of the School’s claim.

ii) PART PAYMENTS. Any payment made to the School for less than the full amount due in respect of outstanding invoice(s) will be taken as a payment on account of the outstanding invoice(s) and will be applied to the oldest debt in time, if applicable, or, where all debts are of equal age, to the debt relating to the eldest child, if there is more than one.

iii) LEGAL ACTION. The School reserves the right to take legal action to recover Fees, interest and legal costs against all contracting parties, regardless of who actually made payments previously and regardless of any related ancillary relief order(s) in matrimonial proceedings. For the avoidance of doubt, the School will instruct solicitors to pursue debts on their behalf.
WITHDRAWAL FROM SCHOOL

A full term’s notice, in writing to the Headmistress, must be given prior to the withdrawal of a pupil from school for any reason. A full term’s fees are payable unless such notice has been given.

The Governors reserve the right, subject to an appeals procedure, to require the removal of any girl
i) who, in the opinion of the Headmistress, is not likely to profit from a further stay at school;
ii) who, by her conduct, has, in the opinion of the Headmistress, forfeited her right to membership of the school community;
iii) whose fees have not been paid.
In these cases no claim shall arise for the remission or return of any portion of the fees payable for that term. This condition can only be waived with the express permission of the Governors.

FEE REFUND AND FEE PAYMENT SCHEMES

Fees will not be refunded or waived for absence through sickness, or if a term is shortened or a vacation extended, or if a pupil is released home after public examinations or otherwise before the normal end of term (provided that the School remains open to the pupil and they wish to stay at School during that period), or for any cause other than exceptionally and at the sole discretion of the Headmistress.

i) FEE REFUND SCHEME. Parents can opt in to the Fee Refund Scheme. The scheme enables the school to make refunds to the parents of full-time pupils. Parents are charged an additional fee, currently calculated at 1.3% of tuition fees. This is added to the termly school bill. Details of this scheme are sent to parents before their daughter joins the school. It is the responsibility of parents to inform the Headmistress in writing if a girl is suffering from any illness or disability when she joins the school, e.g. chronic asthma

ii) FEE PAYMENT SCHEMES. There are a number of fee payment schemes linked to life assurance policies. The younger the child, the more advantageous the schemes. Parents are advised to consult an independent financial advisor.

iii) PERSONAL ACCIDENT INSURANCE SCHEME. The School participates in the Personal Accident Insurance Scheme for pupils, administered by Marsh Ltd. (Insurance Brokers). This scheme covers accidents in the holidays as well as in term time. The premium is included within the tuition fee and is not charged separately.

INFORMATION SHARING

The School will obtain, use, hold and process “personal data” including “sensitive personal data” such as that regarding Parents’ financial position lawfully and fairly in accordance with the Data Protection Act 1998. The School also has the right to seek information from current or previous schools about unpaid Fees and to inform any future school or educational establishment of Fees which are unpaid at the School in accordance with the agreed Independent Schools’ Code of Practice for Schools.

ANTI-MONEY LAUNDERING

Any payments received by the School will be handled in accordance with the School’s obligations under the Money Laundering Regulations 2007. The School may require satisfactory evidence of identity and address of a person who is seeking to pay fees. Where there is an unusual transaction it may be reported to the National Criminal Intelligence Service.

For additional information please refer to the school’s Fee Payment Policy, Admissions Policy and Bursary and Scholarship Policy, all of which can be found at www.walthamstow-hall.co.uk
Parent Contract

1. Parents who wish to accept a place at Walthamstow Hall must sign the Contract with the School and pay half a term’s fee as a deposit. Once it has been signed, it commits parents to paying a term’s fees even if a girl does not take up the accepted place.

2. An acceptance deposit of half a term’s fees is payable on signing the contract. The amount payable will be held by the School and a last term deposit element of £500 will form part of the general funds of the School until it is credited without interest to the final payment of the extras or other sums due to the School on your daughter’s leaving. The remaining amount, from the half a term’s fees, will be credited against the first fee invoice. 20% of the deposit or £100 whichever is greater will be retained in the case of bursary holders. In the event of the pupil being withdrawn, for any reason, between the Contract being signed and the first day of term, the half term’s fees paid in advance will be allowed against the full term’s fees owing.

3. Parents are required to give the Headmistress a full term’s written notice of withdrawal from the School or of withdrawal from extra subjects and activities: that is, notice received by the School on or before the first day of term, to be effective at the end of that term. In certain circumstances, subject to the written consent of the Headmistress, this period of notice may be reduced or be made provisional but it must be stressed that, without her written agreement to a reduction, a full term’s fees together with any outstanding extras will be payable. Provisional notice for fees runs for a term, until the day before the start of the next term. It is granted only for a specific reason, which must be stated in the written application and may be renewed with further written applications. The same applies to extra subjects and activities except that the provisional notice ends by the latest date (see school calendar) for requesting new extra subjects.

4. The Governors aim to give a term’s notice of changes in fees. They reserve the right to change other charges without notice. For Bursary holders the fees payable, although expressed as parental contributions, depend on a means-tested remission procedure which may result in delays for which the School cannot be held responsible. In such cases a provisional sum will normally be notified. Payment of fees and extras is due on or before the first day of the term printed on the invoice, however, there is an option to pay fees by monthly instalments (see 5 below). Please note that some extras (e.g. music tuition fees) are payable in advance whereas others (e.g. music books supplied) are payable in arrears. Leavers’ invoices are payable within thirty days of issue.

5. It is a condition of entry, however, that fees and extras should be paid by direct debit. If parents wish, they may elect to pay the year’s fees (but not extras) in equal monthly instalments over the tenmonthly period from August to May.

6. A charge for late payment of fees and extras will normally be made (currently 6 per cent per annum calculated daily on the outstanding balance), as prescribed from time to time in letters notifying parents of fee changes. A girl may be excluded from school if at any time payments of fees and/or extras are in arrears by six weeks.

7. Changes in family circumstances: the school must be informed of any changes which could affect the payment of a girl’s fees and extras. In some circumstances it may be necessary to sign a new Contract.

8. Changes in financial circumstances: assistance from the Bursary Fund may be available to parents whose circumstances alter. Details are available on written application to the Bursar.

9. Walthamstow Hall reserves the right to establish that all fees have been settled at a pupil’s previous school before offering a place. Walthamstow Hall also reserves the right to pass information regarding any unpaid fees onto a pupil’s next school.

Chair of Governing Body:

Mrs J Adams, BA, CPE
Walthamstow Hall
Sevenoaks
Kent TN13 3UL

Registered Office:

Walthamstow Hall
Sevenoaks
Kent TN13 3UL

Registered Office:
Bursaries, Scholarships, Awards and Exhibitions

Since its foundation as a charity in 1838 Walthamstow Hall has maintained a strong ethos of making a Walthamstow Hall education accessible to girls with potential whatever their circumstances.

The Senior School offers means-tested bursaries to enable girls from families facing financial limitations to benefit from a Walthamstow Hall education. Bursary applications are examined on a case-by-case basis and offered on a sliding scale dependent on the value of a family’s income and assets. Founders’ bursaries, offering virtually 100% of tuition fees are available for families in the greatest need. Parents whose daughters are in receipt of a Founder’s Bursary are asked to pay a nominal fee of £50 per term.

Walthamstow Hall Senior School also offers financial Awards to girls who show exceptional promise academically or in sport, drama, music and art. There are two types of Award; ‘Exhibitions’ are Awards worth a value of up to 10% of tuition fees and ‘Scholarships’ are Awards worth between 11 and 20%, per discipline, of tuition fees. Students wishing to apply for Awards are assessed by examination, interview and, where appropriate, audition/practical assessment. Awards worth 5 – 20% of the value of annual fees is usually the norm, but combined scholarships of a value up to 50% of the fees are also offered to very exceptional students. Recipients of Awards are referred to as ‘scholars’.

Missionary daughters are educated free of charge where their parents are working in a foreign mission field.

Senior School Awards and bursaries may be combined but only to the maximum level of the means-tested bursary i.e. virtually 100%.

BURSARIES

Financial assistance with Senior School fees is available in the form of means-tested bursaries. Requests for financial support usually fall into two categories:

New applicants to the School where a place has been offered but parents/guardians are unable to fund the tuition fees.

Existing pupils where a change in parents’/guardians’ circumstances has resulted in difficulty in meeting tuition fees and may result in the child being withdrawn part way through a stage of education.

Applications are assessed on a case-by-case basis and awarded on a sliding scale up to a value of 100%. The level of award will be determined by the family’s gross income, the value of their property, including any overseas’ property, and other assets and their outgoings.

Founders’ bursaries at Year 7, Year 9 and Year 12 entry points, up to the value of 100% of fees are available to families in the greatest need.

Families wishing to be considered for a bursary can do so when applying to the School on the relevant section of the Application for Admission of a Pupil form. The enquiry will be forwarded to the Bursar who will contact the family to make an initial assessment of their application. Families should be aware that the application process is quite intrusive and is likely to include a home visit by either the Bursar or his representative.

THE BURSARY APPLICATION PROCESS

Bursaries may be made available to parents/guardians of children entering any year-group. (See the School’s Admission’s Policy). They are awarded at the discretion of the Governors and the Bursar is responsible for the management and coordination of the process.

Step one - parents/guardians seeking a bursary are required to complete an application form which seeks to establish the financial circumstances of the household. The form, which requests details of income and capital, and must be accompanied by full documentary evidence. The completed forms, together with the necessary documentary evidence, should be submitted to the Bursar no later than the date of the entrance exam in any year for bursaries to start the following September.

Step two - the Bursar assesses all applications in order to establish the likely level of support which will be required in order to allow the child to attend the school. This may involve the Bursar, or his representative, visiting the parents’/guardians’ home to ensure the information has been correctly interpreted and the basis of the financial assessment has been fair.
Step three - the Bursar prepares a recommendation.
Step four - by the end of the Autumn term preceding entry. The parents/guardians are advised whether their child is to be offered bursary.
Step five - parents/guardians are then required to sign a letter accepting the place at the school and an acknowledgement agreeing to any conditions relating to the bursary.

THE CASE FOR ASSISTANCE

The Headmistress and Bursar will consider a number of factors when making the judgement as to the justification for support and the extent of such support. In the main, the child's suitability for the School is the first consideration in granting support.

Suitability - in assessing a child's suitability, attention will be given to the academic assessment result of each applicant but potential will also be considered as well as actual achievement. Bursary funds are limited and those judged most suitable will be given priority as those likely to gain most from the educational provision. Each pupil to whom support is offered must, in the opinion of the Headmistress, be likely to make sound academic progress following admission and possess the potential to develop the quality of his or her work and benefit from participation in the wider, extra-curricular activities on offer at the School. Bursary applicants must satisfy the School's minimum entry criteria, passing the Walthamstow Hall entrance exam and interview and receiving a good Head's report from their existing school.

Financial limitations - the amount of the bursary award is not influenced by the level of the academic ability of the child but by the extent of need. Each case is assessed on its own merits and awards are made accordingly subject to the School's ability to fund these within the context of what is viable within the context of its overall budget. It is recognised that judgements about what sacrifices a family should make to pay school fees will be personal. However, the School has a duty to ensure that all bursary grants are well focused and so, as well as current earnings, other factors which will be considered in determining the necessary level of grant will include:

- The ability to improve the financial position or earning power of the family. For example, where there are two partners, both would be expected to be employed unless one is prevented from doing so through incapacity, the need to care for children under school age or other dependents or the requirements of their partner’s work.
- Opportunities to release any capital. Significant capital savings and investments would be expected to be used for the payment of school fees as would equity values in houses.

- In cases of separation, the contribution made by the absent parent.
- Contribution to household costs by other, wider, family members, any adults unrelated to the child or by outside sources.
- Where fees are being paid to other schools (or universities) the school's grant will take into account all these outgoings.
- Acknowledging that others might have a different view, the School considers that the following would not be consistent with the receipt of a bursary:
  - Frequent or expensive holidays
  - New or luxury cars
  - Investment in significant home improvements
  - Owning expensive animals such as ponies
  - A second property/land holdings.
  - Other factors - it is recognised that, in addition to academic ability and financial constraints, there may be other circumstances which should be considered. These include:
    - Where a child has siblings at the School.
    - Where the social needs of the child are relevant (e.g.: may be suffering from bullying at their present school).
    - Where a parent/guardian is terminally ill or is unable to secure permanent employment due to poor health.
    - Where a separation has resulted in the child having to be withdrawn from the School adding to the stress of coping with the parents/guardians separating.

EXISTING PUPILS - CHANGE IN FAMILY CIRCUMSTANCES

Within overall budget funding, the school will in normal circumstances set aside each year a hardship fund, for cases of sudden, unforeseen need or where applications meriting bursary assistance are received out of the normal calendar cycle for bursary submission, scrutiny and award. This sum will be set within budgetary constraints. Parents/guardians with a child at the School whose financial circumstances suddenly change may apply for a bursary to the Bursar, explaining their situation. Such awards are subject to the availability of funding and cannot be guaranteed.
Current bursary holders will be issued with repeat means-testing forms at the beginning of August each year for return by the end of the month. For those previously in receipt of bursaries, the Bursar in conjunction with the Headmistress, has the discretion to recommend to the Governors the reduction or withdrawal of an award not only where a pupil’s progress, attitude or behaviour has been unsatisfactory but also where the parents/guardians have failed to support the School, for example by the late payment of any contribution they are making to the fees. Bursaries are awarded by the Governors and the names of girls in receipt of them remain confidential. The school respects the confidentiality of bursary awards made to families and recipients are expected to do likewise.

THE WALTHAMSTOW HALL OLD GIRLS’ SCIENCE BURSARY
The Old Girls’ Science Bursary is open to students joining Walthamstow Hall in the Sixth Form who wish to study Science and/or Maths. The Award is means tested and worth up to 25% of the value of the fees in the Sixth Form years. This bursary is funded by contributions from former Walthamstow Hall students. Successful candidates are required to demonstrate a strong aptitude for science and/or Maths by performing well in Walthamstow Hall scholarship papers in Science and/or Maths. One Old Girls’ Science Bursary is available each year.

AWARDS (EXHIBITIONS AND SCHOLARSHIPS)
Awards are offered to students who demonstrate exceptional promise in Walthamstow Hall Senior School assessments. ‘Exhibitions’ are Awards worth a value of up to 10% of tuition fees and ‘Scholarships’ are Awards worth between 11% and 20%, per discipline, of tuition fees. Students wishing to apply for Awards are assessed by examination, interview and, where appropriate, audition/practical assessment. Awards worth 5 - 20% of the value of annual fees is usually the norm but combined scholarships of a value of up to 50% of fees are also offered to very exceptional students. Recipients of all Awards are known as ‘scholars’. Awards are not linked to a family’s financial circumstances and are not means-tested.

ACADEMIC AWARDS
Academic Awards are offered at the Year 7, Year 9 and Year 12 entry points to the school.
At Year 7 entry, students who perform at the highest level in the Walthamstow Hall scholarship papers in Maths and English are selected to attend a further scholarship interview from which scholars are identified. At Year 9 entry, both existing Walthamstow Hall pupils and candidates from other schools sit Walthamstow Hall entrance papers in Maths, English, Science, a language and one other subject, chosen by the candidate from the following: History, Geography, Latin or Religious Studies. Award offers are made based on performance in these examinations.
At Sixth Form entry, potential scholars sit specific scholarship examinations consisting of a general paper and papers in two subjects chosen by the candidate from the following: Maths, English Literature, Biology, Chemistry, Physics, History, Geography, Latin, Religious Studies, French, German or Spanish.

MUSIC AWARDS
Music Awards are offered at the Year 7, Year 9 and Year 12 entry points to the school.
At Year 7 entry candidates are asked to audition two instruments in front of a panel which includes an external adjudicator. The student should perform with at least two instruments, the second of which can be voice. Candidates should be performing at a minimum ABRSM Grade 3 or equivalent level in their first instrument. The candidate will also be required to demonstrate their sight reading ability, will have a short aural assessment and will be interviewed by the panel.
The same audition process is followed at Year 9 where candidates would be expected to be performing at a minimum ABRSM Grade 5 level or equivalent.
Again the same audition process is followed at Sixth Form where candidates would be expected to be performing at a minimum ABRSM Grade 7 level or equivalent in their principal instrument. Candidates will also sit a written paper. It is generally expected that the candidate to study Music at A Level if successful in winning an award. Music scholars are expected to attend all relevant orchestra and ensemble practices and to perform in and support all concerts and open mornings.

SPORTS AWARDS
Sports Awards are offered at the Year 7, Year 9 and Year 12 entry points to the school.
At Year 7 entry candidates attend a sports assessment morning at Walthamstow Hall. The assessment includes a range of activities designed to test leadership, team work, skills, aptitude and potential. (Candidates are not expected to have played lacrosse before). The assessment panel includes internal and external adjudicators. Candidates are also asked to submit references from two sports coaches, from for example, outside clubs that they play for. Candidates short listed for an Award will also be interviewed by a panel.
The same assessment, interview and reference process is followed for internal and external candidates for the Year 9 Sports Awards.

For Sixth Form Sport Awards, skills and leadership skills will be assessed along with an interview with the Director of Sport, Headmistress and outside assessor. References from two sport coaches/teachers will be requested. There is no requirement to study PE at A Level.

Existing Sport Scholars (from 2024 for Year 7 Award holders and 2022 for Year 9 Award holders) will be invited to reapply for Sport Awards in Year 11 for Sixth Form.

Sports scholars are expected to attend all relevant school sports practices and coaching sessions, to represent the school when selected for matches and competitions and demonstrate exemplary sportsmanship and team work. Their participation and support of School sport will be reviewed annually and the continuation of their scholarship provision reviewed accordingly.

DRAMA AWARDS

Drama Awards are offered at the Year 9 and Year 12 entry points to the School.

Year 9 candidates have an interview, undertake group work, including improvisation, and perform a prepared audition piece in front of a panel of internal and external adjudicators.

For Sixth Form, candidates will have an audition plus an interview with Headmistress, Head of Drama and an outside assessor. A reference request from current school on suitability for an Award will be made. It is generally expected that the candidate will study Theatre Studies at A Level if successful in winning an award.

Existing Drama Scholars (from 2022) will be invited to reapply for Drama Awards in Year 11 for Sixth Form.

Drama scholars are expected to support the Drama department, performing in and assisting backstage in school productions.

ART AWARDS

Art Awards are offered at the Year 9 and Year 12 entry points.

Year 9 scholarship candidates sit an Art examination at Walthamstow Hall and submit a portfolio of work which is assessed by the Headmistress and Head of Art. They may also be invited to undertake work in controlled conditions.

Sixth Form Art, 3D Design and Textiles & Scholarships

Candidates can choose one of the three disciplines. Candidates need to submit a portfolio of work, which will be assessed by the Headmistress and Head of Art/Textiles or 3D Design and an outside assessor. They are also required to undertake work in controlled conditions and will have an interview with Head of either Art/Textiles or 3DD, the Headmistress and an outside assessor. A reference request from the student’s current school on the candidate’s suitability for Scholarship will be made. It is generally expected that the candidate will study Art or 3D Design/Textiles at A Level if successful.

AWARD CONDITIONS

Candidates for sports, music, drama and art Awards must fulfil Walthamstow Hall’s usual entrance criteria in the School’s entrance examinations, interview and head’s report.

Award examinations/practical assessments must be taken on the designated scholarship examination/assessment days at Walthamstow Hall. For Year 7 entry candidates must sit the general entrance paper and scholarship papers on the designated day, these exams take place on a Saturday. For Year 9 and 12 Awards candidates must sit the scholarship exams on the designated day, these exams also take place on a Saturday.

The Headmistress’s decision on the offer and value of an Award is final.

It is a matter of integrity that parents consider very carefully their commitment to taking a place at Walthamstow Hall when they apply for an Award (Scholarship or Exhibition). If an Award is offered but parents subsequently decline their daughter’s place at Walthamstow Hall the Award will not be offered to another candidate who would have benefited. For this reason the school advises parents to consider very carefully their commitment to taking a place at Walthamstow Hall when they apply for an Award. Walthamstow Hall assume that if an Award is applied for and given that it will be accepted for the duration of a student’s seven years at Walthamstow Hall.

Awards are subject to review with continuation based on satisfactory progress, participation and conduct in school.

Some parents prefer not to take the financial discount associated with an Award. In such instances the student is still recognised as a scholar and receives her scholarship prize but the funds are re-diverted into the school’s bursary fund.
Travel

The school now runs mini-bus services; to and from: Horton Kirby/Farningham, Kings Hill & West Malling, Otford/Kemsing, Oxted & Westerham, Tonbridge South, Tunbridge Wells and Sevenoaks station.

The school mini-buses are well-used: they are equipped with seat belts and provided with mobile phones in case of problems.

Mini bus service costs are detailed on page 19 of this booklet.

Since the buses run come what may, we are unable to give refunds for days missed for any reason. As with all extras, a term’s notice in writing to Miss Ferro by the first day of term is required for withdrawal from the service at the end of that term.

As so many girls are involved in after-school activities, we have thought it wiser for the Kings Hill, Oxted, and Tonbridge South mini-buses not to leave school at 16.00 but at 17.30. The new Sevenoaks station minibus service will make two runs to the station, one at 16.15 and one at 17.30 Monday - Thursday.

Girls waiting for the mini-buses have tea provided at no extra charge and go to supervised study in the library. On Friday only, ALL the mini-buses leave at 16.15.

All times are closely monitored to see that they are appropriate. Pick-up and drop-off points are reviewed regularly.

Parents who would like a new mini bus route in their area to be considered are advised to contact the Bursar, Mr Andrew Horner, bursar@walthamstow-hall.co.uk

Mini-bus routes evolve according to passenger requirements.

The latest routes are available at www.walthamstow-hall.co.uk
List of School Policies

Walthamstow Hall has school policies relating to the following areas, all of which can be freely viewed and downloaded from the school website www.walthamstow-hall.co.uk All polices are also available on request from the school. All school policies are reviewed at least once a year and all have regard to the guidance issued by the Secretary of State.

POLICIES AND PROCEDURES RELATED TO SAFEGUARDING CHILDREN IN THE SENIOR SCHOOL

• Able Gifted and Talented Policy
• Admissions and Attendance Policy
• Anti-Bullying Policy (including Cyber-bullying)
• Behaviour and Sanctions Policy
• Bring Your Own Device Policy
• Catering Policy
• Code of Conduct for Staff
• Curriculum Policy
• Discipline and Exclusion Policy
• Drugs and Drugs Testing Policy
• Equality Policy
• E-Safety Policy for Staff and Students
• Food Hygiene Policy
• Health Questionnaire for Pupils
• Induction of New Staff, Governors and Volunteers in Child Protection
• Medical Questionnaire Policy for Staff & Pupils

• Missing Pupil Policy, Senior School
• Pastoral Care, including PSHEE
• Pupils on Confidentiality Policy
• Records, Retention and Storage Policy
• Recruitment of Proprietors, Governors, Trustees and Volunteers Policy
• Safeguarding Child Protection Policy
• School Visits Policy
• Sex and Relationship Education Policy
• SMSC Policy
• Staff Recruitment Policy - Recruitment of Ex-Offenders
• Staff Recruitment - Recruitment of Ex-Offenders
• Staff Recruitment Policy and Procedures
• Supervision of Senior School Pupils
• Taking, Storing and Using Images of Children Policy
• Whistleblowing Procedures at Walthamstow Hall
• Alcohol and Tobacco Policy
• Archive Policy
• Assessment Policy
• Bursary and Scholarship Policy
• Capability Procedure
• Careers Policy
• Collective Worship Policy (Prayers)
• Complaints and Concerns Procedure
• Data Protection Policy for Employees
• Data Protection Policy & Privacy Notices
• Data Protection Privacy Notice Staff
• Disability and Accessibility Policy
• Examinations – Absent and Late Students
• Examinations – Acceptable Use of a Word Processor in a Public Examination
• Examinations – Access Arrangements
• Examinations – Appeals Procedure
• Examinations – Disability in Public Examinations
• Examinations – Emergency Procedures for Public Examinations
• Examinations – Exam Contingency Plan
• Examinations – Non-Examination Assessment Policy
• Examinations – Security of Exam Papers
• Fee Payment Policy
• Finance Policy
• First Aid Policy for Parents
• First Aid Policy: Staff Guidance
• Governor Induction and Training Policy
• Guidelines on Teaching Political Issues
• Health and Safety Policy
• Health and Safety Statement
• Learning and Teaching Policy
• Pupil Sanctions Record
• Risk Assessment Policy (including Fire Risk Assessments)
• School Statement on Smoking
• Security Access Control Workplace Safety and Lone Working Policy
• Special Educational Needs and Disability (SEND) Policy
• Stress Management Policy
EQUALITY, INCLUDING RACIAL EQUALITY

Walthamstow Hall has a Christian ethos but welcomes applications from parents of all faiths or none. Pupils and parents whose first language is not English may also apply for admission and appropriate assistance will be given.

The School aims to assist pupils to acquire an appreciation and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.

The School will not discriminate against any pupil on the grounds of race, religious belief or sexual orientation in accordance with the Equality Act 2010.

PUPILS WITH DISABILITIES

The school aims to provide appropriate access to the curriculum and to the School’s facilities as far as reasonably practicable. The School has an Accessibility plan which can be found at www.walthamstow-hall.co.uk

Parents are invited to discuss their child’s particular needs with the Headmistress.

PUPIL VOICE

Pupil’s views on matters which affect them are welcomed. There is an elected School Council where pupils can formally discuss school issues and propose innovations with the Headmistress and other members of senior staff.

The Food Council, Environment Council and Charities Committee are also areas where students are heavily involved.

HEALTH CARE

Walthamstow Hall has qualified nurses on site during the school day. They attend to everyday accidents, assist pupils who are taken unwell during the school day, help pupils manage ongoing conditions (e.g. asthma, diabetes, allergies) are a source of support when pupils have medical questions and respond to medical emergencies on site. Whilst fully qualified they are not a replacement for the care of a family GP.

The school also has a school counsellor who is available to meet with students and who plays a key role in the provision of elements of the school’s PSHCEE (Personal, Social, Health, Community and Economic Education programme.

If a girl requires emergency treatment every effort will be made to obtain the prior consent of the parent. Should this be impossible the Headmistress, acting in loco parentis, will give consent to such treatment (including anaesthetic or operations) as may be recommended by a doctor.

Throughout the time that a girl remains at the school, the School Nurses shall have the right to give to her parents or the Headmistress any confidential information about the girl if they consider it to be in the girl’s best interest or necessary for the protection of other members of the school community.

The Headmistress must be informed in writing of cases of infectious illness or contact with an infectious illness.

When a student is absent from school for illness a note of explanation, from the girl’s parent should be sent to the Headmistress.
NUT FREE

Walthamstow Hall operates a strict nut-free policy. Every effort is made to meet the medical and special dietary needs of individuals.

ATTENDANCE

The Senior School is open, with a senior member of staff on site, from 7.30 – 18.00.

The Senior School Day starts with morning registration at 8.35 and ends at 16.00, following afternoon registration.

Pupils are expected to be at school and in their Form Room, ready for registration, every day by 8.30.

Pupils who arrive late must report to the receptionist in the Hub reception.

Pupils absence can be given prior authorisation by the Headmistress if parents write to the Headmistress explaining the reason. Consent for absence can only be granted in cases of urgent necessity as when lessons are missed the individual is disadvantaged.

An ‘unauthorised absence’ can be ‘authorised’ after the event if an acceptable written reason is given (e.g. illness). The School reserves the right to ask parents to explain pupils’ absence if no reason is given.

LATENESS

All instances of pupils arriving late to school will be recorded and parents informed.

The School may use appropriate sanctions against pupils who are habitually late or who do not have an acceptable reason for being late.

Parents may also be asked to explain habitual lateness/absence, and to co-operate with the school in ensuring better attendance.

COMPLAINTS PROCEDURE

Walthamstow Hall operates a complaints procedure details of which can be found on page 44 of this booklet.

For further information see the school’s Accessibility Plan; Equality Policy, including Racial Equality; First Aid Policy for Parents; First Aid Policy Reporting Accidents and RIDDOR; Sex and Relationships Education Policy, Health Questionnaire for Pupils, Admissions and Attendance Policy and Complaints and Concerns Policy and Procedures. These policies can be found at www.walthamstow-hall.co.uk
Pupil Behaviour and Sanctions Policy

INTRODUCTION

This Behaviour Policy conveys our objectives and ethos at Walthamstow Hall. It provides the framework for the school community, together with our goals for our pupils and it is where our expectations of their conduct are articulated. Copies of this policy are available on the School’s website and given to current and prospective parents. When parents sign the contract accepting a place at the School, they are by definition agreeing to abide by the provisions of the behaviour policy.

AIMS

• to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school, as well as promote the emotional well-being of all of our pupils.
• to promote good behaviour, self-discipline, respect and emotional well-being and encourage pupils to adopt the highest moral standards and principles.
• to promote trust and mutual respect for everyone in the belief that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils who are motivated to become life-long learners.
• to develop qualities of team-work and leadership through our extensive programme of extra-curricular activities.
• to be a fully inclusive community, welcoming pupils from a range of ethnic and social backgrounds and faiths. We treat everyone as an individual, aiming to develop the whole person who is equipped to take her place in the modern world.

At Walthamstow Hall we promote and reward good behaviour (see Appendix 1, Rewards and Sanctions). We will not threaten or use any form of corporal punishment when setting out sanctions for poor behaviour amongst pupils.

CODE OF CONDUCT

• Our school community of Governors, staff, parents and pupils adhere to an established routine and a code of conduct at Walthamstow Hall, rather than to lists of rules. We see education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour both inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the School.

• We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the School Rules and Code of Conduct and understand what is expected of them and why sanctions might be imposed for inconsiderate behaviour.

• Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated or passed off as ‘banter’, ‘part of growing up’ or ‘having a laugh’.

• Our Anti-Bullying Policy is set out on the School website and there is a summary in the Guide for New Parents. We take our duties under the Equality Act 2010 seriously and make reasonable adjustments for pupils with special educational needs/disabilities as these pupils are recognised as being potentially more vulnerable (see SEND Policy). At Walthamstow Hall we are strongly committed to promoting equal opportunities for all, regardless of race, gender, culture, sex, homophobia, gender orientation, special educational needs disability or learning difficulties, or the fact that the child is adopted or a carer.

• We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School’s Attendance Policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

• We reserve the right to take disciplinary action, which might include suspension or exclusion, against pupils who are found to have made malicious accusations, whether against other pupils, staff or other individuals.
INVOLVEMENT OF PARENTS

• Parents and guardians who accept a place for their child at Walthamstow Hall undertake to uphold the School’s policies and regulations, including this policy. They will support the School’s values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

• We will always telephone the home on the first day of an unexplained absence in order to make sure that the pupil has not suffered an accident or confirm their location.

• Please note that it is the School policy not to allow holiday to be taken during term time except in exceptional circumstances. In this case, permission needs to be requested in writing to the Headmistress.

• We are always happy to consider suggestions from parents and hope they find the school responsive and open-minded. The school has a number of support systems in place to meet the needs of all pupils. (See SEND and Pastoral Care Policy).

• In the event of any behaviour management issue, the school will liaise closely with parents and, if relevant, other support agencies.

INVOLVEMENT OF PUPILS

Experience shows that the ethos of and respect for the School are enhanced by listening to pupils and encouraging constructive suggestions from them, for example, in Prayers (assembly), during form time, PSHEE lessons, drama activities and through School Council which meets regularly. We work closely with all pupils as they transition through the school, from the day they start until the day they leave. This includes primary/prep/junior School visits prior to a pupil transitioning at age 11; and Headmistress interviews with prospective parents and pupils prior to starting at the school.

SCHOOL RULES, REGULATIONS AND CODE OF CONDUCT

• The School Rules and Code of Conduct are designed to encourage positive behaviour and self-discipline. Its sanctions are to help set boundaries and manage challenging behaviour. Copies of the rules and code of conduct are in the Information for New Parents, the student planner and on the website. They might change from time to time but will not involve any form of unlawful or degrading activity. Examples of sanctions include detention – lunchtime/before school/after school/Saturday morning – withdrawal of privileges, assistance with domestic tasks such as collecting litter, and exclusion from school for a specified period or permanently. The School’s policy on Discipline and Exclusion is set out on the School website.

• In applying sanctions, especially those with serious consequences, we will take reasonable steps to avoid placing pupils with a disability at a disadvantage compared to pupils who are not disabled.

• It should be noted that under no circumstances will corporal punishment be used or threatened at Walthamstow Hall by any member of staff. This includes:

(a) Any person who works as a teacher at the school or at another place at which education is provided for the child or

(b) Any other person who works at that school or place or otherwise provides his/her services there (whether or not for payment) and has lawful control or charge of the child.

This ban includes the administration of corporal punishment to a pupil during any activity, whether or not on the school premises. ‘Member of staff’ includes all those acting in loco parentis such as unpaid, volunteer supervisors.
SERIOUS MISBEHAVIOUR

The school’s policy on discipline and exclusion is set out on the school website and all parents and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Headmistress can impose for serious breaches of the School Rules, including, but not limited to, criminal behaviour.

Examples of serious breaches of the School Rules which may result in serious sanctions, include drug abuse, alcohol and tobacco abuse, theft, physical assault/threatening behaviour, fighting, sexual violence or harassment, bullying, racist abuse, damage to property, persistent disruptive behaviour, parental behaviour. Serious sanctions may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/or warnings. In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing children with a disability at a disadvantage compared to children who are not disabled.

Our Serious Sanction Record is a confidential record of all sanctions imposed for serious misbehaviour. The entries on this register include the pupil’s name and year group, the nature and date of the offence and the sanction imposed.

It should be noted that the school reserves the right to mention one or more incidents of serious misbehaviour on a student’s university or employment written reference it may be asked to supply.

PHYSICAL RESTRAINT

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables school staff to use ‘such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do’ any of the following:

• ‘committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)’

• ‘causing personal injury to any person (including the pupil themselves)’

• ‘causing damage to the property of any person (including the pupil themselves)’

• ‘Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise.’

The Act also defines to whom the power applies as follows:

• ‘any teacher who works at the school’

• ‘any other person whom the Head Teacher has authorised to have control or charge of pupils.’

All staff have received training in the circumstances in which reasonable minimum force may be used. New staff receive training on this as part of their induction programme to the school. In particular, they are advised to use their voices first and use the minimum force necessary to restrain a child for the shortest possible period of time. Training – using the ATL guidance - specifically deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate and includes:

• ‘the seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used’

• ‘the chances of achieving the desired result by other means’

• ‘the relative risks associated with physical intervention compared with using other strategies’.

Every member of staff must inform the Headmistress/Head of the Junior School immediately after he/she has needed to restrain a pupil physically. The school will always inform a parent when it has been necessary to use physical restraint and invite them into school so that we can, if necessary, agree a protocol for managing that individual pupil’s behaviour. Parents will be informed on the same day or as soon as reasonably practicable when it has been necessary to use physical restraint.

Procedure for recording such occasions in the Junior School, including the Early Years Foundation Stage:

All staff involved will record this on a Communication Slip. Conversations about the incident with the girls and parents will also be recorded on a Communication Slip.

TEACHING AND LEARNING

We aim to ensure that our pupils understand that there are no barriers to their potential achievement both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive, and deal with the negative in a sensitive and tactful way. Teaching staff offer every pupil a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to co-operate and work hard.

Walthamstow Hall policies are approved, ratified and reviewed regularly by the Governing Body in the light of statutory requirements.
Complaints & Concerns Procedure

INTRODUCTION

Walthamstow Hall has long prided itself on the quality of the teaching and pastoral care provided to its pupils. However, if parents do have a complaint, they can expect it to be treated by the School with care and in accordance with this procedure. This Procedure is available on the school’s website; a printed copy is available from the school office during the school day. In accordance with Part 7, paragraph 33 of The Education (Independent School Standards) Regulations 2014, Walthamstow Hall will make available to parents of pupils and prospective pupils and provide, on request, to the Chief Inspector, the Secretary of State or the ISI for the purposes of section 157 (1)(g) of the Education Act 2002 (as amended), paragraph 109 of the Education Act 2008 (as amended), details of the complaints procedure and the number of complaints registered under the formal procedure during the preceding school year.

WHAT CONSTITUTES A CONCERN OR COMPLAINT?

A concern or complaint is an expression of dissatisfaction with a real or perceived problem. It may be made about the school as a whole, about a specific department or about an individual member of staff. A complaint is likely to arise if a parent believes that the school has done something wrong, or failed to do so something that it should have done or acted unfairly.

Parents can be assured that all concerns and complaints will be treated seriously and confidentially. The school is here for your child and you can be assured that your child will not be penalised for a concern or complaint that you or your child raises in good faith.

TIMEFRAME FOR DEALING WITH CONCERNS OR COMPLAINTS

All complaints will be handled seriously and sensitively. They will be acknowledged within five working days if received during term time and as soon as practicable during holiday periods. It is in everyone’s interest to resolve a complaint as speedily as possible: the school’s target is to complete the first two stages of the procedure within 28 days if the complaint is lodged during term-time and as soon as practicable during holiday periods.

Stage 3, the Appeal Panel Hearing, will be completed within a further 28 days, if the appeal is lodged during term-time and as soon as practicable during holiday periods.

RECORDING CONCERNS OR COMPLAINTS

Following resolution of a complaint, the School will keep a written record of all complaints and whether they are resolved at the preliminary stage or proceed to a panel hearing. At the School’s discretion, additional records may be kept which may contain the following information:

• Date when the issue was raised
• Name of parent
• Name of pupil
• Description of the issue
• Records of all the investigations (if appropriate)
• Witness statements (if appropriate)
• Name of member (s) of staff handling the issue at each stage
• Copies of all correspondence on the issue (including emails and records of phone conversations)
• We shall record any action taken by the school, regardless of whether or not the complaint is upheld, in the complaints register.

Correspondence, statements and records relating to individual complaints will be kept confidential except to the extent required by sub-paragraph (k) of Part 7, paragraph 33 of The Education (Independent School Standards) Regulations 2014, by the Secretary of State or where disclosure is required by the ISI under Section 157 (1)(g) of the Education Act 2002 (as amended), or paragraph 109 of the Education Act 2008 (as amended) or under other legal authority.
STAGE 1 - INFORMAL RESOLUTION

• It is hoped that most concerns or complaints will be resolved quickly and informally.

• If parents have a concern or complaint they should normally contact their daughter’s Form Tutor, Head of Year or one of the Deputy Heads depending on the nature of the concern. In many cases, the matter will be resolved straightaway by this means to the parents’ satisfaction. If the Tutor Head of Year cannot resolve the matter alone it may be necessary for him/her to consult a Head of Department, a Deputy Head or the Headmistress.

• The member of staff contacted will make a written record of all concerns and complaints and the date on which they were received. Should the matter not be resolved satisfactorily within 14 days then parents will be advised to proceed with their complaint in accordance with stage 2 of this procedure.

• A complaint against the Headmistress should be made directly to the Chair of Governors.

STAGE 2 - FORMAL RESOLUTION

• If the complaint cannot be resolved on an informal basis then the parents should put their complaint in writing to the Headmistress. The Headmistress will decide, after considering the complaint, the appropriate course of action to take.

• In most cases, the Headmistress will meet/speak to the parents concerned, normally within 7 days of receiving the complaint, to discuss the matter. If possible, a resolution will be reached at this stage.

• It may be necessary for the Headmistress to carry out further investigations.

• The Headmistress will keep written records of all meetings and interviews held in relation to the complaint.

• Once the Headmistress is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made and parents will be informed of the decision in writing. The Headmistress will also give reasons for his/her decision.

• If the complaint is against the Headmistress, the Chair of Governors will call for a full report from the Headmistress and for all the relevant documents. The Chair may also call for a briefing from members of staff, and will in most cases, speak to or meet with the parents to discuss the matter further. Once the Chair is satisfied that, so far as is practicable, all of the relevant facts have been established, the parents will be informed of the decision in writing. The Chair of Governors will give reasons for his/her decision.

• If parents are still not satisfied with the decision, they should proceed to Stage 3 of this procedure.

STAGE 3 - PANEL HEARING

• If parents seek to invoke Stage 3 (following a failure to reach an earlier resolution) they will be referred to The Chair of Governors or Vice Chair of Governors as appropriate who has been appointed by the Governors to call hearings of the Complaints Panel.

• The matter will then be referred to the Complaints Panel for consideration. The Panel will consist of three persons not directly involved in the matters detailed in the complaint and one of whom shall be independent of the management and running of the school. The Convenor, on behalf of the Panel, will then acknowledge the complaint and schedule a hearing to take place as soon as practicable and normally within 14 days.

• If the Panel deems it necessary, it may require that further particulars of the complaint or any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties normally not later than 7 days prior to the hearing.

• The parents may attend the hearing and be accompanied to the hearing by one other person if they wish. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.

• If possible, the Panel will resolve the parents’ complaint without the need for further investigation. Where further investigation is required, the Panel will decide how it should be carried out.

• After due consideration of all facts they consider relevant, the Panel will make findings and may make recommendations.

• The Panel will write to the parents informing them of its decision and the reasons for it, normally within 7 days of the hearing. The decision of the Panel will be final. A copy of the Panel’s findings and recommendations (if any) will be sent by electronic mail or otherwise given to the parents, and, where relevant, the person complained about as well as the Chair of Governors and the Headmistress.
WRITTEN COMPLAINTS RELATING TO THE REQUIREMENTS UNDER THE STATUTORY FRAMEWORK FOR THE EYFS:

As Specified in the Statutory Framework for the EYFS, 2017: ‘All providers must investigate written complaints relating to their fulfilment of the EYFS requirements and notify complainants of the outcome of the investigation within 28 days of having received the complaint. The record of complaints must be made available to Ofsted on request.’ The record of any such complaints will be kept for at least three years. Parents may also complain directly to ISI on 020 7600 0100 or Ofsted on 0300 123 4666 if they wish.

CONTACTS

Mrs Jayne Adams, Chair of the Governing Body
c/o Walthamstow Hall, Holly Bush Lane,
Sevenoaks, TN13 3UL

The Independent Schools Inspectorate
CAP House
9 – 11 Long Lane
London, EC1A 9HA
INFO@ISI.NET

www.isi.net
0207 7768849

Walthamstow Hall Senior School received 2 complaints in the academic year 2018 – 2019.
Data Protection Policy and Privacy Notice*

All parents/guardians are sent a copy of the Data Protection Notice at the start of the academic year within the annual school ‘Further Information’ booklet. It is also available on the School website, www.walthamstow-hall.co.uk.

INTRODUCTION

For the purposes of the Data Protection Act 2018 and EU General Data Protection Regulations (GDPR) Walthamstow Hall ("the School") Holly Bush Lane, Sevenoaks (03245514) is the “Data Controller” of personal data about employees, volunteers, Governors, pupils and their parents and/or guardians (“your personal data”). The Charity’s object is to advance education by the provision of a preparatory and secondary day school for girls with a preference for the daughters of Protestant Christian Missionaries with facilities for boys to be admitted to the sixth form. Some of our activities are undertaken by our wholly owned subsidiary Walthamstow Hall (Sevenoaks) Limited (registered number 03621443).

The new regulations, in force from around 25 May 2018, include rules on giving privacy information to those whose data is held by an organisation (data subjects). These place an emphasis on making privacy notices understandable and accessible. Data Controllers are expected to take ‘appropriate measures’ to ensure that this is the case. The School interprets this as using very clear language to outline each of the responsibilities for each of the data subject groups.

Information provided to data subjects about how the School processes their personal data must be:

• concise, transparent, intelligible and easily accessible;
• written in clear and plain language, particularly if addressed to a child; and
• free of charge.

These requirements are about ensuring that privacy information is clear and understandable for data subjects. This policy includes how the School deals with its overall privacy responsibilities and includes, as annexes the particular notices that apply to parents and pupils and those pupils over the age of 17. The relevant annex should be read by the appropriate data subject along with this overarching policy. Separate Privacy Notices have been produced for Staff, Governors and volunteers.

Each annex deals with two sources of data, that obtained directly from the subject and, data not obtained directly from the subject. For both sources the identity and contact details of the data handler (and where applicable, the handler’s representative) and the Privacy and Compliance officer are provided.

RESPONSIBILITY FOR DATA PROTECTION

• The School has appointed Mr Andrew Horner (the Bursar) as the Data Protection and Compliance Officer (DPCO) who will deal with all your requests and enquiries concerning the School’s uses of your personal data (see section on Your Rights below) and endeavour to ensure that all personal data is processed in compliance with this policy and Data Protection Law.

• He can be contacted on 01732 454227 or by email at bursar@walthamstow-hall.co.uk

GLOSSARY OF KEY TERMS

“Data Controller” means an organisation processing personal data, in this case the School.

“Data Handler” a member of staff responsible for handling personal data.

“Data Processor” is responsible for processing personal data on behalf of the School (Data Controller). This can be a member of staff (ie a Data Handler) or a third party.

“Data Subjects” means any living individuals whose data the Data Controller processes.

“Personal Data” includes everything from which a Data Subject can be identified. It ranges from simple contact details via personnel or pupil files to safeguarding information, and encompasses opinions, file notes or minutes, a record of anyone’s intentions towards that person, and communications (such as emails) with or about them. Some categories of Personal Data are

*This policy forms one of a suite of policies at Walthamstow Hall for safeguarding children
“special category data”. These comprise data revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, data concerning health, sex life or sexual orientation and biometric data. Extra safeguards are provided by law for processing of such data.

“Processing” means any action in relation to that personal data, including filing and communication.

“Staff” includes all employees, volunteers, governors and service providers.

WHY A NEW POLICY?

The new Regulations (effective across the UK from around 25 May 2018) is the biggest change to data protection law in 20 years. One of its core tenets is “transparency”, meaning an emphasis on how data controllers tell data subjects how they use their personal data, in clear language.

This makes the role of a Privacy Notice even more critical. GDPR also has particular requirements in terms of what must included. Three new requirements particularly relevant are:

• Privacy Notices intended for children need to be in age-appropriate language;
• There are new data subject rights that need to be notified to individuals; and
• Where relying on “legitimate interests” as a basis for processing, these must be individually listed as part of the Privacy Notice (See also the appropriate Annex)

WHAT THIS POLICY IS FOR

This policy is intended to provide information about how the School will use (or “process”) personal data about individuals including: staff, its current, past and prospective pupils; and their parents, carers or guardians (referred to in this policy as “parents”).

This information is provided because Data Protection Law gives individuals rights to understand how their data is used. Staff, parents and pupils are all encouraged to read this Policy and the appropriate Annex and understand the School’s obligations to its entire community.

This Policy applies alongside any other information the School may provide about a particular use of personal data, for example when collecting data via an online or paper form.

This Policy also applies in addition to the School’s other relevant terms and conditions and policies, including:

• any contract between the School and its staff or the parents of pupils;
• the School’s policy on taking, storing and using images of children and staff;
• the School’s CCTV policy;
• the School’s retention of records policy;
• the School’s safeguarding, pastoral, and health and safety policies, including as to how concerns or incidents are recorded; and
• the School’s IT policies, including Acceptable Use Policy, eSafety Policy and Bring Your Own Device policy.

WHY THE SCHOOL NEEDS TO PROCESS PERSONAL DATA

In order to carry out its ordinary duties to staff, pupils and parents, the School needs to process a wide range of personal data about individuals (including current, past and prospective pupils or parents) as part of its daily operation.

Some of this activity the School will need to carry out in order to fulfil its legal rights, duties or obligations – including those under a contract with staff, parents of its pupils or others who use the School’s facilities.

Other uses of personal data will be made in accordance with the School’s legitimate interests, or the legitimate interests of another, provided that these are not outweighed by the impact on individuals, and provided it does not involve special or sensitive types of data.

The school expects that the following uses will fall within that category of its (or its community’s) “legitimate interests”:

• For the purposes of pupil selection (and to confirm the identity of prospective pupils and their parents);
• To provide education services, including musical education, physical training or spiritual development, career services, and extra-curricular activities to pupils, and monitoring pupils’ progress and educational needs;
• To enable relevant authorities to monitor the School’s performance and to intervene or assist with incidents as appropriate;
• To give and receive information and references about past, current and prospective pupils, including relating to outstanding fees or payment history, to/from any educational institution that the pupil attended or
where it is proposed they attend; and to provide references to potential employers of past pupils;

- To enable pupils to take part in national or other assessments, and to publish the results of public examinations or other achievements of pupils of the School;
- To safeguard pupils’ welfare and provide appropriate pastoral care;
- To monitor (as appropriate) use of the school’s IT and communications systems in accordance with the School’s IT: Acceptable Use Policy;
- To make use of photographic images of pupils (and staff) in School publications, on the School website and (where appropriate) on the School’s social media channels in accordance with the School’s policy on taking, storing and using images of children;
- For the purposes of management planning and forecasting, research and statistical analysis, including that imposed or provided for by law (such as diversity or gender pay gap analysis and taxation records);
- For security purposes, including CCTV in accordance with the school’s CCTV Policy;
- To give and receive information and references about past, current and prospective pupils;
- In connection with, and to enable, the School’s community engagement and commercial activities;
- To carry out or cooperate with any School or external complaints, disciplinary or investigation process; and
- Where otherwise reasonably necessary for the School’s purposes, including to obtain appropriate professional advice and insurance for the School.

In addition, the School will on occasion need to process special category personal data (concerning health, ethnicity, religion, biometrics or sexual life) or criminal records information (such as when carrying out DBS checks) in accordance with rights or duties imposed on it by law, including as regards safeguarding and employment, or from time to time by explicit consent where required. These reasons will include:

- To provide educational services in the context of any special educational needs of a pupil;
- To provide spiritual education in the context of any religious beliefs;
- In connection with employment of its staff, for example DBS checks, welfare, union membership or pension plans;
- As part of any School or external complaints, disciplinary or investigation process that involves such data, for example if there are SEN, health or safeguarding elements; or
- For legal and regulatory purposes (for example child protection, diversity monitoring and health and safety) and to comply with its legal obligations and duties of care.

HOW THE SCHOOL COLLECTS DATA

Generally, the School receives personal data from the individual directly (including, in the case of pupils, from their parents). This may be via a form, or simply in the ordinary course of interaction or communication (such as email or written assessments).

However, in some cases personal data will be supplied by third parties (for example another school, or other professionals or authorities working with that individual); or collected from publicly available resources.

DATA HANDLING

The School deals with five main streams of data. These are:

- Pupils
- Parents
- Governors
- Employees
- Alumnae

Each has its own sensitivities, methods of processing, retention period, disposal method and timescale. There are distinct roles for which staff need to be identified and in which they need to be trained. These are the Data Handlers (DH) and the Data Protection and Compliance Officer. The DHs are as follows:

- Joining, Progress and Departure data – The Registrar, School Secretary and Payroll Administrator.
- Marketing and Communications – Director of Marketing and Marketing Assistants.
- Medical data – Medical Staff (Sisters).
WHO HAS ACCESS TO PERSONAL DATA AND WHO THE SCHOOL SHARES IT WITH

Different data sets need to be seen by different members of the School staff. There should be a discipline between the data holders which does not allow the sharing of pupil information unless there is a need to know by another member of staff within the School. This policy will assist in reducing or preventing internal data breaches where information is shared inadvertently.

Occasionally, the School will need to share personal information relating to its community with third parties, such as:

- professional advisers (e.g. lawyers, insurers and accountants);
- government authorities (e.g. HMRC, DfE, police or the local authority); and
- appropriate regulatory bodies e.g. the Independent Schools Inspectorate, the Charity Commission or the Information Commissioner.

For the most part, personal data collected by the School will remain within the School, and will be processed by appropriate individuals only in accordance with access protocols (i.e. on a 'need to know' basis). Particularly strict rules of access apply in the context of:

- medical records held and accessed only by appropriate medical staff or otherwise in accordance with express consent; and
- pastoral or safeguarding files.

However, a certain amount of any girl's medical records or any SEN pupil's relevant information will need to be provided to staff more widely in the context of providing the necessary care and education that the pupil requires. This for example may include sharing widely with School staff information on allergies in order to safeguard relevant girls.

Staff, pupils and parents are reminded that the School is under duties imposed by law and statutory guidance (including Keeping Children Safe in Education) to record or report incidents and concerns that arise or are reported to it, in some cases regardless of whether they are proven, if they meet a certain threshold of seriousness in their nature or regularity. This is likely to include file notes on personnel or safeguarding files, and in some cases referrals to relevant authorities such as the LADO or police. For further information about this, please view the School’s Safeguarding Policy.

Pupils who take advantage of the School Counsellor should note that any personal data provided to her does not belong to the School. The School Counsellor is a Data Holder in her own right and data is not held by the School. The Counsellor has her own Privacy Statement; pupils/parents will provide consent for them to hold their/their daughters data as such.

Finally, in accordance with Data Protection Law, some of the School’s processing activity is carried out on its behalf by third parties, such as IT systems, web developers or cloud storage providers. This is always subject to contractual assurances that personal data will be kept securely and only in accordance with the School’s specific directions.

HOW LONG WE KEEP PERSONAL DATA

The School will retain personal data securely and only in line with how long it is necessary to keep for a legitimate and lawful reason. Typically, the legal recommendation for how long to keep ordinary pupil and staff personnel files is up to 7 years following departure from the School. However, incident reports and safeguarding files will need to be kept much longer, in accordance with specific legal requirements (including IICSA).

If you have any specific queries about how our retention policy is applied, or wish to request that personal data that you no longer believe to be relevant is considered for erasure, please contact the Data Protection and Compliance Officer. However, please bear in mind that the School will often have lawful and necessary reasons to hold on to some personal data even following such a request. A limited and reasonable amount of information will be kept for archiving purposes, for example; and even where you have requested we no longer keep in touch with you, we will need to keep a record of the fact in order to fulfil your wishes (called a “suppression record”).

Please see also the School’s Records, Retention and Storage Policy.
KEEPING IN TOUCH AND SUPPORTING THE SCHOOL

The School will use the contact details of parents, alumnae and other members of the School community to keep them updated about the activities of the School, or alumnae and parent events of interest, including by sending updates and newsletters, by email and by post. Unless the relevant individual objects, the School will also:

• Share personal data about parents and/or alumnae, as appropriate, with organisations set up to help establish and maintain relationships with the school community, such as the Friends and Parents of Walthamstow Hall (F&PWH) and Walthamstow Hall Old Girls Association (W.O.G.A.)
• Contact parents and/or alumnae (including via the organisations above) by post and email in order to promote and raise funds for the School;
• Collect information from publicly available sources about parents’ and former girls’ occupation and activities, in order to maximise the School’s fundraising potential.

Should you wish to limit or object to any such use, or would like further information about them, please contact the Data Protection and Compliance Officer in writing. You always have the right to withdraw consent, where given, or otherwise object to direct marketing or fundraising. However, the School is nonetheless likely to retain some of your details (not least to ensure that no more communications are sent to that particular address, email or telephone number).

YOUR RIGHTS

Rights of access, etc

Individuals have various rights under Data Protection Law to access and understand personal data about them held by the School, and in some cases ask for it to be erased or amended or have it transferred to others, or for the School to stop processing it – but subject to certain exemptions and limitations.

Any individual wishing to access or amend their personal data, or wishing it to be transferred to another person or organisation, or who has some other objection to how their personal data is used, should put their request in writing to the Data Protection and Compliance Officer.

The School will endeavour to respond to any such written requests as soon as is reasonably practicable and in any event within statutory time-limits (which is one month in the case of requests for access to information).

The School will be better able to respond quickly to smaller, targeted requests for information. If the request for information is manifestly excessive or similar to previous requests, the School may ask you to reconsider, or require a proportionate fee (but only where Data Protection Law allows it).

Requests that cannot be fulfilled

You should be aware that the right of access is limited to your own personal data, and certain data is exempt from the right of access. This will include information which identifies other individuals (and parents need to be aware this may include their own daughter, in certain limited situations – please see further below), or information which is subject to legal privilege (for example legal advice given to or sought by the School, or documents prepared in connection with a legal action).

The School is also not required to disclose any pupil examination scripts (or other information consisting solely of pupil test answers), provide examination or other test marks ahead of any ordinary publication, nor share any confidential reference given by the School itself for the purposes of the education, training or employment of any individual.

You may have heard of the “right to be forgotten”. However, we will sometimes have compelling reasons to refuse specific requests to amend, delete or stop processing your (or your child’s) personal data: for example, a legal requirement, or where it falls within a legitimate interest. All such requests will be considered on their own merits.

Pupil requests

Pupils can make subject access requests for their own personal data, provided that, in the reasonable opinion of the School, they have sufficient maturity to understand the request they are making (see section Whose Rights? below). A pupil of any age may ask a parent or other representative to make a subject access request on their behalf.

Indeed, while a person with parental responsibility will generally be entitled to make a subject access request on behalf of younger pupils, the law still considers the information in question to be the child’s: for older pupils, the parent making the request may need to evidence their child’s authority for the specific request.

Pupils at Senior School aged 17 and above, are generally assumed to have this level of maturity, although this will depend on both the child and the personal data requested, including any relevant circumstances at home. Slightly younger children may however be sufficiently mature to have a say in this decision, depending on the child and the circumstances.
Parental requests, etc.

It should be clearly understood that the rules on subject access are not the sole basis on which information requests are handled. Parents may not have a statutory right to information, but they and others will often have a legitimate interest or expectation in receiving certain information about pupils without their consent. The School may consider there are lawful grounds for sharing with or without reference to that pupil.

Parents will in general receive educational and pastoral updates about their children, in accordance with the Guide for New Parents. Where parents are separated, the School will in most cases aim to provide the same information to each person with parental responsibility, but may need to factor in all the circumstances including the express wishes of the child.

All information requests from, on behalf of, or concerning pupils – whether made under subject access or simply as an incidental request – will therefore be considered on a case by case basis.

Consent

Where the School is relying on consent as a means to process personal data, any person may withdraw this consent at any time (subject to similar age considerations as above). Examples where we do rely on consent are: e.g. certain types of uses of images, certain types of fundraising activity. Please be aware however that the School may not be relying on consent but have another lawful reason to process the personal data in question even without your consent.

That reason will usually have been asserted under this Policy, or may otherwise exist under some form of contract or agreement with the individual (e.g. a parent contract, or because a purchase of goods, services or membership of an organisation such as an alumnae or parents’ association has been requested).

Whose rights?

The rights under Data Protection Law belong to the individual to whom the data relates. However, the School will often rely on parental authority or notice for the necessary ways it processes personal data relating to pupils – for example, under the parent contract, or via a form. Parents and pupils should be aware that this is not necessarily the same as the School relying on strict consent (see section on Consent above).

Where consent is required, it may in some cases be necessary or appropriate – given the nature of the processing in question, and the pupil’s age and understanding – to seek the pupil’s consent. Parents should be aware that in such situations they may not be consulted, depending on the interests of the child, the parents’ rights at law or under their contract, and all the circumstances.

In general, the School will assume that pupils’ consent is not required for ordinary disclosure of their personal data to their parents, e.g. for the purposes of keeping parents informed about the pupil’s activities, progress and behaviour; and in the interests of the pupil’s welfare. That is unless, in the School’s opinion, there is a good reason to do otherwise.

However, where a pupil seeks to raise concerns confidentially with a member of staff and expressly withholds their agreement to their personal data being disclosed to their parents, the School may be under an obligation to maintain confidentiality unless, in the School’s opinion, there is a good reason to do otherwise; for example where the School believes disclosure will be in the best interests of the pupil or other pupils, or if required by law.

Pupils are required to respect the personal data and privacy of others, and to comply with the School’s relevant policies, e.g. IT: Acceptable Use Policy and the School rules. Staff are under professional duties to do the same covered under this policy and The Staff Handbook.

DATA ACCURACY AND SECURITY

The School will endeavour to ensure that all personal data held in relation to an individual is as up to date and accurate as possible. Individuals must notify the School Office or Bursar’s Office of any significant changes to important information, such as contact details, held about them.

An individual has the right to request that any out-of-date, irrelevant or inaccurate information about them is erased or corrected (subject to certain exemptions and limitations under Data Protection Law): please see above for details of why the School may need to process your data, of who you may contact if you disagree.

The School will take appropriate technical and organisational steps to ensure the security of personal data about individuals, including policies around use of technology and devices, and access to School systems. All staff and governors will be made aware of this policy and their duties under Data Protection Law and receive relevant training.

THIS POLICY

The School will update this Privacy Notice from time to time. Any substantial changes that affect your rights will be provided to you directly as far as is reasonably practicable.

QUERIES AND COMPLAINTS

Any comments or queries on this policy should be directed to the Data Protection and Compliance Officer using the following contact details Bursar@walthamstow-hall.co.uk or 01732 454227.
If an individual believes that the School has not complied with this policy or acted otherwise than in accordance with Data Protection Law, they should utilise the School’s complaints / grievance procedure and should also notify the Headmistress. You can also make a referral to or lodge a complaint with the Information Commissioner’s Office (ICO), although the ICO recommends that steps are taken to resolve the matter with the School before involving the regulator.

Walthamstow Hall policies are approved, ratified and reviewed regularly by the Governing Body in the light of statutory requirements.

ANNEX A

PRIVACY NOTICE WALTHAMSTOW HALL – PARENTS OF CHILDREN AT THE SCHOOL, OR APPLYING TO JOIN THE SCHOOL

This annex should be read in conjunction with the covering policy.

This privacy notice will be provided to you at the time your data is being obtained, if it is being obtained directly.

Data will be processed for the purposes of responding to requests for information about joining the School and the School will therefore have a “legitimate interest” for processing basic personal data and sensitive personal data. The data the School holds will be the minimum it requires to form and maintain the contract between you and the School.

The school will share your data with the following companies who have contracts with the School and who have equalled the School’s precautions and systems for dealing with data, these are:

- School Photographer
- Insurance provider (Marsh Ltd)
- IT Contractors (Host My Office)
- IT software/App provider (OASIS, SchoolBase, Firefly, Durham University for Evaluation and Monitoring, Tojo, GoAnimate, Tapestry)

It is not necessary for data to be shared with other countries. The exception to this will be international trips that the School organises, should this be envisaged for your child, you will be contacted for your consent, the consent will be limited in time and content if it is required.

The retention period for pupil data will be until the pupil reaches the age of 25, and / or be modified by any other legal obligation the school finds itself under.

You have the right to withdraw your consent to data processing at any time, however this will only apply to certain groups of data for which you have given particular consent.

You can complain at any time about how the school has handled your data, the Information Commissioner is available as follows:

The ICO helpline is 0303 123 1113. A template letter, should you need it, is at Appendix I.

We will obtain the data the School requires from you, should we need data from other sources we will contact you within a month.

The ICO states: Where data is not obtained directly, the source from which it was obtained and whether or not it is a publicly available source. For data obtained indirectly, the privacy notice should be provided within one month (referred to as a reasonable period of time), when the first communication takes place with an individual, or if disclosure is envisaged to another recipient, at the latest, before the information is disclosed.

We see the provision of personal data as necessary to properly admit you child to the School and to administer, and for the School to fulfil its obligations under the contract once your child is a pupil here.

There is no automated decision making or profiling involved in this data stream into and through the School.

DATA STREAMS AND YOUR DAUGHTER – AN OUTLINE

When dealing with your daughters, the Schools has to deal with two broad sets of data. The first is generated by the child joining, progressing through, and departing from, the school and is provided on the whole by you. The second set is generated by the interaction between your daughter and the School; this will cover education, pastoral information, disciplinary information and any incidents or accidents the child is involved in. This is data processed by Data Handlers:

- Education: termly and annual reports will be generated as will data on test and exam results. Distribution of this data will change with the age of your daughter as they progress through the School.
- Pastoral information: reports and contact with your daughter or you will be raised from time to time.
- Disciplinary information: reports will be raised as required, contact with you may be required. Within the School, the senior management and house staff may need to be involved at different times during her career.
- Incidents and Accidents: this is data that would be generated by the completion of an Accident or Near Miss form or, for something more serious, a Health and Safety (RIDDOR) report.

Most, but not all, of that information will be straightforward to deal with as second category data, however, there will be instances where special category or sensitive personal data (such as that concerning health, medical conditions, family circumstances or some other factor) has to be processed.
Both categories can be processed as the School, with a contract in place between it and you, has a “legitimate interest” to process data. It will be necessary to get separate consents for particular activities that the pupil and school undertakes. These will include, but will not be limited to:

• taking, using, storage and disposal of images;
• allergies and health issues;
• school trips and events and
• minibus use.

ANNEX B
PRIVACY NOTICE WALTHAMSTOW HALL – CHILDREN AT THE SCHOOL OVER THE AGE OF 17

This annex should be read with the introductory paragraphs in the covering policy. The paragraphs in red refer to guidance from the Information Commissioner’s Office (ICO) on the compilation of privacy notices. And are the sections that the ICO needs the School to comply with in its dealings with you.

*(The privacy notice should be provided at the time the data was obtained, if it was obtained directly from the data subject.)*

This privacy notice will be provided to you at the time your data is being obtained, if it is being obtained directly. This means you get this when the School gets your data from your parents, or within a month.

*(The purpose of the processing and the legal basis for processing must be clearly stated and the categories of personal data held must be clearly stated.)*

Data will be processed for the purposes of allowing you to make the best of your time at Walthamstow Hall. The School will therefore have what is called a “legitimate interest” for processing basic personal data and sensitive personal data. The data the School holds will be the minimum it requires to allow you to thrive in your years here.

*(Any recipient or categories of recipient must be clear and it should also be clear if data transfer to other countries and the safeguards in place.)*

The School will share your data with the following companies who have contracts with the School and who have equalled the School’s precautions, systems and procedures for dealing with data, these are:

• School Photographer
• Insurance provider (Marsh Ltd)
• IT Contractors (Host My Office)
• IT software provider (Firefly, OASIS, SchoolBase)

It is not necessary for data to be shared with other countries. The exception to this will be international trips that the School organises. Should this be envisaged for you, you will be contacted for your consent; the consent will be limited in time and content if it is required.

*(The retention period for the data or the criteria used to determine the retention period.)*

The retention period for your data will be until you reach the age of 25.

*(The existence of each data subject’s rights. The right to withdraw consent at any time.)*

You have the right to withdraw your consent to data processing at any time, however this will only apply to certain groups of data for which you have given particular consent.

*(The right to lodge a complaint at any time with a supervisory authority.)*

You can complain at any time about how the school has handled your data, the Information Commissioner is available as follows:

The ICO helpline is 0303 123 1113. A template letter, should you need it, is at Appendix I.

*(Where data is not obtained directly, the source from which it was obtained and whether or not it is a publicly available source.)*

(For data obtained indirectly, the privacy notice should be provided within one month (referred to as a reasonable period of time), when the first communication takes place with an individual, or if disclosure is envisaged to another recipient, at the latest, before the information is disclosed.)

We will obtain the data the School requires from you, should we need data from other sources we will contact you.

*(Whether the provision of personal data is part of a statutory or contractual requirement or obligation and the possible consequences of failing to provide the personal data.)*

We see the provision of personal data as necessary to properly manage your time at Walthamstow Hall and for the School to fulfil its obligations to you.

*(The existence of automated decision making including profiling and the information about how decisions are made, the significance and the consequences.)*

There is no automated decision making or profiling involved handling this data.

DATA STREAMS AND YOU – AN OUTLINE

As identified in the Policy, the School has to deal with two broad sets of data. The first data is generated by you or your parents as you join, progress through, and depart from the School. The second set is generated by the interaction between you and the School; this will cover education, pastoral information, disciplinary information.
and any incidents or accidents you are involved in. This is data generated and processed by Data Handlers:

- Education: termly and annual reports will be generated as will data on test and exam results. Distribution of this data will change with your age initially starting with your parents but then to you as you progress through the School.
- Pastoral information: reports and contact with you or your parents will be raised from time to time.
- Disciplinary information: reports will be raised as required, contact with your parents may be required. Within the School, the senior management and house staff may need to be involved at different times during your progression.
- Incidents and Accidents: this is data that would be generated by the completion of an Accident or Near Miss form or, for something more serious, a Health and Safety (RIDDOR) report.

Most, but not all, of that information will be straightforward to deal with as personal data, however, there will be instances where special category or sensitive personal data (such as that concerning health, medical conditions, family circumstances or some other factor) has to be processed.

Both categories can be processed as the School, with a contract in place between it and your parents, has a “legitimate interest” to process data. It will be necessary to get separate consents for particular activities that you and the School undertake.

These will include, but will not be limited to:
- taking, using, storage and disposal of images;
- allergies and health issues;
- School trips and events and
- minibus use.

ANNEX C

PRIVACY NOTICE WALTHAMSTOW HALL – ALUMNAE

This annex should be read in conjunction with the introductory paragraphs in the covering policy. The italicised paragraphs in red refer to guidance from the ICO on the compilation of privacy notices.

Routine contact with alumnae will be by surface mail, email will only be used as a method of contact if the individual alums gives consent to be contacted in this way.

(The privacy notice should be provided at the time the data was obtained, if it was obtained directly from the data subject.)

This privacy notice will be provided to you at the time your data is being obtained, if it is being obtained directly.

(The purpose of the processing and the legal basis for processing must be clearly stated and the categories of personal data held must be clearly stated.)

Should you give consent data will be processed for the purposes of maintaining an accurate record of those who were educated at Walthamstow Hall. The school will process only the minimum personal data to achieve this purpose.

(Any recipient or categories of recipient must be clear and it should also be clear if data transfer to other countries and the safeguards in place.)

The school will not share your data with any companies associated with the school.

It is not necessary for data to be shared with other countries.

(The retention period for the data or the criteria used to determine the retention period.)

The retention period for alumnae data will be unlimited as long as the school believes it has a relationship to serve with the alumnae.

(The existence of each data subject’s rights. The right to withdraw consent at any time.)

You have the right to withdraw your consent to data processing at any time, however this will only apply to certain groups of data for which you have given particular consent.

(The right to lodge a complaint at any time with a supervisory authority.)

You can complain at any time about how the school has handled your data, the Information Commissioner is available as follows:

ICO helpline is 0303 123 1113. A template letter, should you need it is at the appended to this notice.

(Where data is not obtained directly, the source from which it was obtained and whether or not it is a publicly available source.)

(For data obtained indirectly, the privacy notice should be provided within a one month (referred to as a reasonable period of time), when the first communication takes place with an individual, or if disclosure is envisaged to another recipient, at the latest, before the information is disclosed.)

We will obtain the data the school requires from you, should we need data from other sources we will contact you first.

(Whether the provision of personal data is part of a statutory or contractual requirement or obligation and the possible consequences of failing to provide the personal data.)
APPENDIX 1
DATA PROTECTION COMPLAINT
LETTER TEMPLATE

Walthamstow Hall
Holly Bush Lane
Sevenoaks
TN13 3UL

Reference number (if provided within the initial response)

Dear Mr Horner (name of the person you have been in contact with)

Information rights concern
(Your full name and address and any other details such as account number to help identify you)

I am concerned that you have not handled my personal information properly.
(Give details of your concern, explaining clearly and simply what has happened and, where appropriate, the effect it has had on you).

I understand that before reporting my concern to the Information Commissioner’s Office (ICO) I should give you the chance to deal with it.

If, when I receive your response, I would still like to report my concern to the ICO, I will give them a copy of it to consider.

You can find guidance on your obligations under information rights legislation on the ICO’s website (www.ico.org.uk) as well as information on their regulatory powers and the action they can take.

Please send a full response within 28 calendar days. If you cannot respond within that timescale, please tell me when you will be able to respond.

If there is anything you would like to discuss, please contact me on the following number (telephone number).

Yours faithfully
(Signature)
### Timings of the School Day

**FROM SEPTEMBER 2019**

<table>
<thead>
<tr>
<th>TIME</th>
<th>LESSON/ACTIVITY</th>
<th>DURATION (minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>08.35</td>
<td>Registration</td>
<td>15</td>
</tr>
<tr>
<td>08.50</td>
<td>Period 1</td>
<td>35</td>
</tr>
<tr>
<td>09.25</td>
<td>Period 2</td>
<td>35</td>
</tr>
<tr>
<td>10.00</td>
<td>Break</td>
<td>20</td>
</tr>
<tr>
<td>10.20</td>
<td>Period 3</td>
<td>35</td>
</tr>
<tr>
<td>10.55</td>
<td>Period 4</td>
<td>35</td>
</tr>
<tr>
<td>11.30</td>
<td>Break</td>
<td>5</td>
</tr>
<tr>
<td>11.35</td>
<td>Period 5</td>
<td>35</td>
</tr>
<tr>
<td>12.10</td>
<td>Period 6</td>
<td>35</td>
</tr>
<tr>
<td>12.45</td>
<td>Lunch</td>
<td>80</td>
</tr>
</tbody>
</table>

Lunchtime Clubs/Activities will run from 13.20 – 14.00

<table>
<thead>
<tr>
<th>TIME</th>
<th>LESSON/ACTIVITY</th>
<th>DURATION (minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.05</td>
<td>Period 7</td>
<td>35</td>
</tr>
</tbody>
</table>

Prayers (Assembly) Monday & Friday
PSHEE on Thursday

<table>
<thead>
<tr>
<th>TIME</th>
<th>LESSON/ACTIVITY</th>
<th>DURATION (minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.40</td>
<td>Period 8</td>
<td>35</td>
</tr>
<tr>
<td>15.15</td>
<td>Period 9</td>
<td>35</td>
</tr>
<tr>
<td>15.50</td>
<td>Registration</td>
<td>10</td>
</tr>
<tr>
<td>16.00</td>
<td>End of School Day</td>
<td>-</td>
</tr>
</tbody>
</table>
# Term Dates 2019-2021

<table>
<thead>
<tr>
<th>Term Dates</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AUTUMN TERM 2019</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday 2 September</td>
<td>New Staff Induction &amp; INSET Day</td>
<td>Tuesday 1 September</td>
<td>New Staff Induction</td>
</tr>
<tr>
<td>Tuesday 3 September</td>
<td>INSET Day</td>
<td>Wednesday 2 September, Thursday 3 &amp; Friday 4 September</td>
<td>Staff INSET</td>
</tr>
<tr>
<td>Wednesday 4 September</td>
<td>Term begins &amp; Y12 Sixth Form Induction Day</td>
<td>Friday 4 September</td>
<td>Year 7 and Year 12 Induction</td>
</tr>
<tr>
<td>Monday 21 October – Friday 1 November</td>
<td>Half Term</td>
<td>Monday 7 September</td>
<td>Term begins</td>
</tr>
<tr>
<td>Friday 13 December</td>
<td>Term ends (12 noon)</td>
<td>Saturday 26 September</td>
<td>Senior School Open Morning (compulsory for all Senior School pupils)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monday 19 – Friday 30 October</td>
<td>Half Term</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thursday 10 December (12 noon)</td>
<td>Term ends</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SPRING TERM 2020</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday 7 January</td>
<td>Term begins</td>
<td>Tuesday 5 January</td>
<td>Staff INSET</td>
</tr>
<tr>
<td>Wednesday 8 January</td>
<td>Term begins</td>
<td>Wednesday 6 January</td>
<td>Term begins</td>
</tr>
<tr>
<td>Monday 17 February – Friday 21 February</td>
<td>Half Term</td>
<td>Monday 15 – Friday 19 February</td>
<td>Half Term</td>
</tr>
<tr>
<td>Thursday 26 March</td>
<td>Term ends (12 noon)</td>
<td>Thursday 25 March (12 noon)</td>
<td>Term ends</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>SUMMER TERM 2020</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday 17 April</td>
<td>INSET Day</td>
<td>Tuesday 5 January</td>
<td>Staff INSET</td>
</tr>
<tr>
<td>Monday 20 April</td>
<td>Term begins</td>
<td>Wednesday 6 January</td>
<td>Term begins</td>
</tr>
<tr>
<td>Friday 8 May</td>
<td>Bank Holiday</td>
<td>Monday 15 – Friday 19 February</td>
<td>Half Term</td>
</tr>
<tr>
<td>Monday 25 May – Friday 29 May</td>
<td>Half Term</td>
<td>Thursday 25 March (12 noon)</td>
<td>Term ends</td>
</tr>
<tr>
<td>Thursday 9 July</td>
<td>Term ends (12 noon)</td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>AUTUMN TERM 2020</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday 19 April</td>
<td>Staff INSET</td>
<td>Tuesday 19 April</td>
<td>Staff INSET</td>
</tr>
<tr>
<td>Tuesday 20 April</td>
<td>Term begins</td>
<td>Tuesday 20 April</td>
<td>Term begins</td>
</tr>
<tr>
<td>Monday 3 May</td>
<td>Bank Holiday</td>
<td>Monday 3 May</td>
<td>Bank Holiday</td>
</tr>
<tr>
<td>Monday 31 May – Friday 4 June</td>
<td>Half Term</td>
<td>Monday 31 May – Friday 4 June</td>
<td>Half Term</td>
</tr>
<tr>
<td>Thursday 25 March (provisional date)</td>
<td>New Staff Induction</td>
<td>Thursday 25 March (provisional date)</td>
<td>New Staff Induction</td>
</tr>
<tr>
<td>Saturday 26 June (provisional date)</td>
<td>Senior Prize Giving (compulsory for Years 10-13)</td>
<td>Saturday 26 June (provisional date)</td>
<td>Senior Prize Giving (compulsory for Years 10-13)</td>
</tr>
<tr>
<td>Thursday 8 July (12 noon)</td>
<td>Term ends</td>
<td>Thursday 8 July (12 noon)</td>
<td>Term ends</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AUTUMN TERM 2021</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday 6 September (provisional date)</td>
<td>Term begins</td>
<td>Monday 6 September (provisional date)</td>
<td>Term begins</td>
</tr>
</tbody>
</table>
Key Contacts

Walthamstow Hall Senior School,
Holly Bush Lane, Sevenoaks,
TN13 3UL

Senior School Office
(General Enquiries)
01732 451334
whooffice@whall.school
To speak to your daughter’s
tutor please contact the
Senior School Office.

Reporting Absences
absence@whall.school
01732 468750

Registrar (Admissions)
Mrs Alex Knight
01732 451334/468703
registrar@whall.school

Headmistress
Miss Stephanie Ferro
headmistress@whall.school

Headmistress’ PA
Ms Kate Lippiatt
hmpa@whall.school

Any Academic or Pastoral Issues
For all pastoral or academic
issues, however big or small, please
contact your daughter’s Form Tutor.
Form Tutors will send an email
of introduction to parents at the
beginning of the Autumn term each
year. They will ensure that your
email is redirected to the correct
member of staff, dealt with and
followed up in the most efficient
way possible. We would always
rather hear from parents about any
concern, even if you feel it to be
too small, we will take it seriously.

Deputy Heads
Mr Paul Howson
phowson@whall.school

Mr Carl Hughes
chs@whall.school

Head of Sixth Form
Mrs Becky Brown
bbrown@whall.school

Assistant Head of Sixth Form
Miss Sue Mehaffey
smehaffey@whall.school

Head of Key Stage 4
(Years 10 and 11)
Mrs Katherine O’Donnell
kodonnel@whall.school

Assistant Head of Key Stage 4
Mrs Lisa Thomas
lthomas@whall.school

Head of Key Stage 3
(Years 7, 8 and 9)
Mrs Karen Hofmann
khofmann@whall.school

Assistant Heads of Key Stage 3
(Years 7, 8 and 9)
Mr Nick Castell (Year 7)
ncastell@whall.school

Mrs Katie Franzen (Year 8)
kfranzen@whall.school

Mrs Cindy von Kaufmann (Year 9)
cvkaufmann@whall.school

Head of Learning Support
Mrs Sophie Dalton
sdalton@whall.school

Examinations Officer (for GCSE,
A Level and
Cambridge Pre-U)
Mr Nick Buckingham
exams@whall.school

Junior School Office
01732 453815

Bursar (Finance)
Mr Andy Horner
01732 454227
bursar@walthamstow-hall.co.uk

Chair of Governors
Mrs Jayne Adams
chairofgovernors@whall.school

Please address correspondence for
Mrs Adams to Walthamstow Hall,
Holly Bush Lane, Sevenoaks,
Kent TN13 3UL

SAFEGUARDING
CONTACTS

Any Safeguarding concerns should
be directed to one of the following:

Miss Stephanie Ferro, Headmistress
and Walthamstow Hall’s Designated
Safeguarding Lead
headmistress@whall.school

Out of hours Safeguarding concerns
please call 0777 567 1579.

Mr Carl Hughes, Deputy Head
and Walthamstow Hall’s Deputy
Designated Safeguarding Lead
chs@whall.school

Mrs Diane Wood, Head of the
Junior School and Walthamstow
Hall’s Deputy Designated
Safeguarding Lead
dwood@whall.school
Directions

DIRECTIONS TO WALTHAMSTOW HALL, SEVENOAKS

By Car
From M25 - Exit at Junction 5 carefully following signs for A21 and Sevenoaks (not usual exit layout). Do not join A21 but leave by slip road to join A25 for Sevenoaks. After approximately 1 mile turn left at mini-roundabout, then immediately right at second mini-roundabout remaining on the A25 to Maidstone. After approximately 1 mile, turn right at traffic lights onto the A225, St John’s Hill, towards Sevenoaks town centre. After approximately ¾ mile, turn left into Avenue Road, cross Vine Court Road then turn left into Holly Bush Lane. Walthamstow Hall will be found a short distance along on the right hand side.

From A21
Exit at the junction south of Sevenoaks. Take the third exit off the roundabout to Sevenoaks (A225). Remain on A225 through town centre, forking right on approach, cross the traffic lights, pass cricket ground on right, then right by Baptist Church into Vine Court Road. Take the first right turn into Avenue Road then left into Holly Bush Lane. Walthamstow Hall will be found a short distance along on the right hand side. From A25 heading East – As for ex M25 directions from left turn at mini-roundabout at bottom of hill.

From A25 heading West
Pass through Seal. Cross first set of traffic lights, then after a further ½ mile turn left at traffic lights onto A225 towards Sevenoaks. Then as for ex M25 at St John’s Hill.

From A225 heading South
Pass through Otford then over the motorway, then straight on at mini-roundabout at retail area. After approximately ½ mile continue straight on at traffic lights. Then as for ex M25 at St John’s Hill.

On foot from Sevenoaks Railway Station
Leave by the main station exit, cross the road and turn right, then first left into St Botolph’s Road. Continue to the top of this road, bear left then cross the main road. Turn right into Vine Court Road, right again into Avenue Road, then left into Holly Bush Lane. Walthamstow Hall will be found a short distance along on the right hand side.

Parents are welcome to contact the school with a question or concern at any time.

We hope that you will find this booklet and information helpful. We would be pleased to receive feedback and suggestions via our website or at marketing@whall.school. This Further Information Booklet and the accompanying prospectus are not contractual documents. We reserve the right to develop a curriculum, facilities or organisation in accordance with changing circumstances. If you attach specific importance to specific points in the prospectus please check with us that it holds good.

Your contract will be based on the Terms and Conditions, a copy of which is enclosed in this booklet.
To arrange a visit, please contact the Registrar:
01732 468703 | registrar@whall.school

Walthamstow Hall, Holly Bush Lane, Sevenoaks, Kent TN13 3UL

@walthamstowhall

www.walthamstow-hall.co.uk