



THE ASHCOMBE SCHOOL



Key Findings from the 2010 Ofsted Report

Outcomes for students are outstanding as a result of high quality assessment information to track students' progress, good quality teaching and good behaviour. Students speak proudly about their ambitions, both personal and academic, and they know that staff do their utmost to help them succeed.

The commitment to and vision for improvement by senior and middle leaders, complemented by effective work with the governing body, ensures that high standards are maintained year-on-year. Student attainment is high.

Students enjoy Ashcombe School because many lessons are good and they take advantage of the wealth of opportunities to develop as young citizens through enrichment and fundraising activities, and being responsible ambassadors on international trips. The view of one parent was echoed by many recognising the value of these experiences: 'Extra-curricular activities are tremendous and run by enthusiastic and dedicated staff.'

The good curriculum is enriched by the language specialism. The specialism in languages is well used to support achievement and enhances partnership working.

Target setting is challenging and the comprehensive nature of 'My Ashcombe' gives an exact picture of achievement throughout the school.

An overwhelming majority of responses to the parental questionnaire were positive, expressing appreciation for good leadership of the school and good care and safety for students.... exceptionally pleased with transition arrangements for Year 6 to 7.

Students make an outstanding contribution to the school and wider community, committing to events in the annual charities week and keenly participating in activities with local schools.

Students possess an outstanding knowledge of keeping themselves safe and benefit from very good guidance about contemporary issues. An overwhelming majority of students feel safe at school and know that school trips are diligently managed.

Sixth Form

Sixth Form: Outcomes for students are outstanding as a result of rigorous and careful attention to supporting individual students.

Staff work tirelessly to support these students, who often make better than expected progress and exceed their targets.

Students enjoy opportunities to be role models for younger students and they make an equally vivid contribution to fundraising, school productions and international partnership work.

High retention rates from Year 12 to 13 and success rates for students progressing to university reflect excellent care, guidance and support. Students praise the support they receive for university applications, writing curriculum vitae and for looking beyond university to future careers.



Sixth Formers in an A-Level lesson



Welcome to The Ashcombe School

October, 2011



The Ashcombe School is a genuinely comprehensive school with high academic standards for all, a strong and caring pastoral system and a wide range of extra-curricular opportunities.

We hope that this prospectus and the most recent issue of 'Accent on Ashcombe' give you a flavour of the school, and we would encourage you and your children to visit the school and meet us at the Open Evening. We also have tours on Wednesday mornings when you can see the school at work, and talk to us about any individual issues. Our website (www.ashcombe.surrey.sch.uk) gives much information about the school and its activities, including our excellent Ofsted inspection reports.

I have a personal commitment to the quality of education received by every pupil in the school. The very strong, well-qualified and committed team of staff deliver quality lessons, provide care and support and offer a remarkable range of extra-curricular opportunities, which form a distinctive feature of the school. These include the Duke of Edinburgh's Award Scheme and our annual dramatic musical production which both attract high levels of pupil participation. As a Language College we offer many additional opportunities including international visits and exchanges for virtually all pupils, as well as outstanding ICT facilities. Our excellent facilities include a Sports Hall and Arts Centre for Music, Drama and Art.

We value and recognise the contributions and achievements of all pupils in many ways, and involve the pupils in decisions regarding rewards, as well as other areas of school life. Through such discussion and participation, we encourage pupils to develop respect for others and understand their responsibilities.

Our relationship with parents is a vital part of the success of the school, and we appreciate the care required in choosing the right school for your child. We hope that the information provided and the opportunities to meet us will help you in making your decision.

We look forward to meeting you.

D. J. Blow, M.A.
Headteacher



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1. Introducing The Ashcombe

A successful co-educational comprehensive school which aims to develop the potential to achieve personal fulfilment and to contribute to the well-being of others.

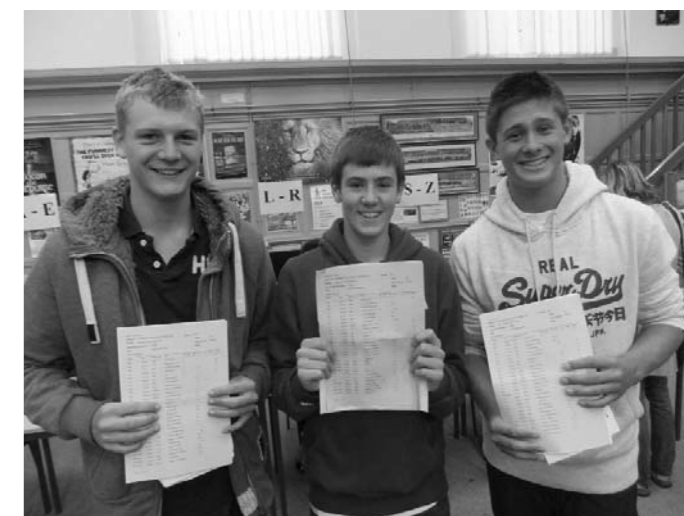
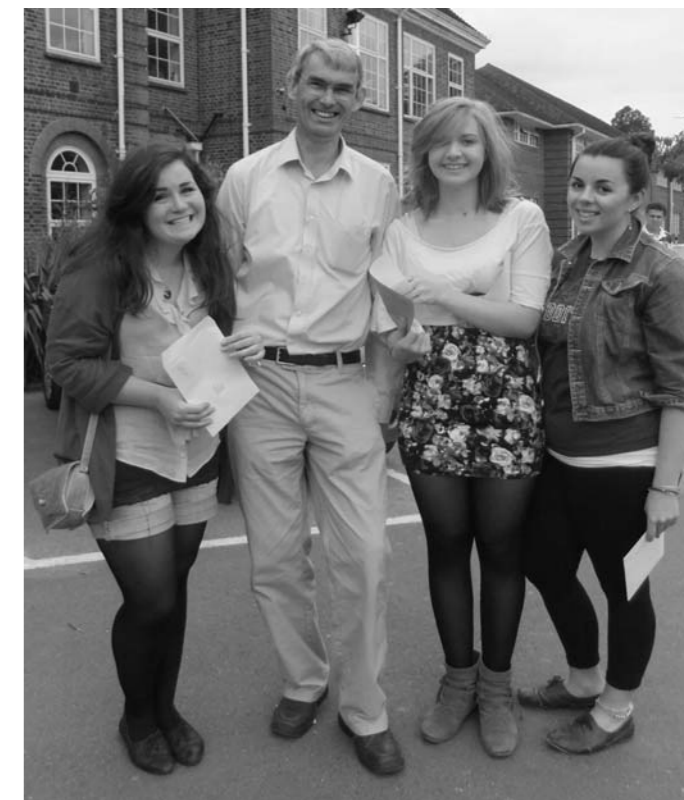
The Ashcombe School is a mixed community comprehensive school maintained by the Local Authority. It was founded in 1976, following the amalgamation of Dorking Grammar School and Mowbray Secondary School. The school is situated in close proximity to some delightful Surrey countryside including Box Hill and Ranmore Common. The A24, A25 and both Dorking railway stations (serving Horsham, Epsom, Guildford and Reigate) are close by.

Pupils range in age from 11 to 18 and the current number on roll is approximately 1500 with a standard admission number of 240 pupils in Year 7, the year of intake. This year, approximately 240 pupils joined The Ashcombe School from around 25 different primary and independent schools. The number of Sixth Form students is approximately 280, including some from other schools.

It is our aim to provide opportunities for pupils of all abilities to achieve high standards. An excellent range of courses is available and the level of the school's academic success is widely recognised. Our GCSE results have been consistent over several years with typically 100% gaining 5 A*-G, around 75% gaining 5 A*-C and 70% 5A*-C including Maths and English and over 20 pupils gaining 3 or more A* grades. In addition to A-levels (which are now divided into AS and A2 level courses), the Sixth Form offers a limited number of GCSE and OCR National courses. In the A-level examinations the average points score per student has been consistently around 350 points per student. As a result of these successes, most of our students have been offered university places, including entries to Oxbridge.

Curriculum provision is based upon the National Curriculum which was first introduced in 1988 with the intention of providing a broad, balanced, relevant and differentiated curriculum for all pupils until the age of 16.

The school seeks to promote the personal growth of all pupils by developing appropriate skills and aptitudes by providing a cultural framework within which pupils can express their individuality and develop positive social attitudes.



Celebrating success at GCSE and A-Level

Language College, High Performing Specialist School and Leadership Partner School

Specialist schools are existing secondary schools which provide rich experiences in their chosen specialism in addition to the National Curriculum. They are also expected to provide a resource for other schools and for their local communities and to have a particular concern for the vocational importance of their area of specialism.

The Ashcombe School became a Language College in September 1998. As a Language College we receive additional funding to enable the school to apply the most modern information and communication technology to the teaching and learning of languages, to extend opportunities for pupils to learn languages (which now include Mandarin Chinese) and to widen the scope for all pupils to communicate directly with students overseas through exchange visits. Two multi-media rooms dedicated to the teaching of languages give the school outstanding facilities. Language and international links are not confined to the Modern Languages Department but pervade the whole curriculum. The language college opportunities enhance our commitment to a broad and balanced curriculum. The school is very aware that employers need people who can operate effectively across linguistic and cultural boundaries. The School became a Leadership Partner School in 2009, enabling the school to offer support to other schools.

Dorking Schools Partnership

The School is a strong supporter of the Dorking Schools Partnership (DSP) which brings together all the state schools in and around Dorking. Overseen by the Dorking Governor Forum, schools work together in areas such as Modern Languages, Pupil Support, Extended Services and Sports to give better opportunities and support to the young people of the area.



Our Chinese links permeate several areas of the curriculum

The Ashcombe School Aims

The Ashcombe is an inclusive community comprehensive serving the needs of Dorking and the surrounding area. We strive for the highest academic standards and provide education tailored to the needs of all students, whatever their ability.

We aim to:

- help students fulfil their academic and personal potential
- promote their academic, cultural, moral and physical development
- offer learning experiences of the highest quality
- prepare our students for adult life, enabling them to make a positive contribution to society
- be a caring school, where all pupils feel safe and valued as individuals
- offer a wide range of extra-curricular activities
- foster a strong international focus amongst students and staff
- recruit and develop teachers and support staff of the highest quality
- work in partnership with parents and carers for the benefit of their own children and for the school as a whole
- maintain the school site as a safe and stimulating environment for learning and for working, and promote whole-school awareness of sustainability issues
- promote equality of opportunity and promote a positive attitude to social equality in our students
- build productive partnerships with other schools, local businesses, community and governmental organisations
- ensure our long-term financial sustainability, making effective and equitable use of resources



In order to achieve our aims, we will:

- encourage students to have high aspirations and self esteem
- offer a broad and balanced curriculum
- set realistic and challenging targets for individual students
- regularly monitor and evaluate progress using data from homework, assessments, examinations and student self-evaluation
- encourage two-way communication with parents and carers, keeping them fully apprised of their child's development
- have effective leadership and management in the school
- offer a wide-ranging and accessible extra curricular programme including: creative and sporting activities; international visits and exchanges; after school clubs; and the Duke of Edinburgh's Award scheme
- provide strong pastoral care and support through the involvement of Tutors, Heads of Year, members of Senior Management Team and Special Educational Needs team
- provide development opportunities for all staff and share best practice across the school and wider afield
- maintain and enhance an integrated pastoral and curricular programme
- encourage pupils to participate in decision making through pupil evaluations and surveys and the School Council
- foster parental involvement as Parent Governors, through the Parent Teachers Association and the Ashcombe Trust
- constantly review potential opportunities and challenges in the external environment and tailor our activities in the best interest of the school and wider community

2. How we care for our pupils

Every Ashcombe pupil is well known by and cared for by pastoral staff, and many tutors stay with their tutor groups across the years.

The younger pupils in Years 7, 8 and 9 form the Lower School; Year 10 and 11 pupils constitute the Upper School.

When pupils join the school in September they are placed in tutor groups, each with its own tutor. Each Year group has a Year Head and Assistant Year Head who annually move up through the school with the pupils. Mrs Reed is Deputy Head (Pastoral), and Mr Simmonds is Head of Lower School (Years 7-9), with particular responsibility for Year 7 and transfer arrangements. Mr Ketley is Head of Upper School (Years 10 & 11). Mr Robinson is Head of Sixth Form. The Sixth Form students are based in a separate building, where they have their own study facilities and a Common Room.

Induction of new Year 7 Pupils

Children should feel confident about coming to The Ashcombe School.

We do all we can to ensure that every child settles happily into The Ashcombe School. A full induction programme has been developed to make the transition from primary school to secondary school as smooth as possible.

Mr Simmonds, with assistance from other pastoral staff, is responsible for liaison arrangements with primary schools. During the Summer Term, they contact all feeder primary schools in order to gain first-hand knowledge of the children who will join us in September. They meet the children, answer their questions and allay any fears pupils may have about coming to a larger school. Transfer Forms, completed by the pupils, help them to feel involved in the transition arrangements. A separate Transfer Form is also completed by parents. We make every effort to ensure that each pupil is in a tutor group with at least one friend.

The first time the new Year 7 children visit The Ashcombe School will be with parents at the New Parents' Evening on 2nd July 2012. Details will be distributed nearer the time through the primary schools. On this occasion, pupils meet the other members of their new tutor group and their new tutor. The following day (3rd July 2012), is an induction day for the new intake pupils. We hope that our careful preparations ensure that the first day at The Ashcombe School in September is enjoyable and free from anxiety. Throughout the first term carefully designed activities within the tutorial programme continue to provide support for our new pupils.



Mr Simmonds, Head of the Lower School, with new Year 7 pupils

Tutor Groups

Our tutor groups are close social units.

Pupils remain in the same tutor group from Years 7 to 11. Each tutor group contains pupils of all abilities. In Year 7, much of the teaching takes place in the tutor group, but further up the school, pupils are placed in teaching groups based upon ability.

Parents of Year 7 pupils are invited to the school to meet tutors early in the Autumn Term and subsequently to meet subject teachers. Parents can also make opportunities to meet members of staff by contacting Mrs Reed, Mr Simmonds or the Head of Year. Pupils in Year 7 gain additional support from Year 10 "peer-mentors", trained volunteer pupils who visit tutor groups on a weekly basis.

Houses

Houses provide opportunities for enjoyable competition and team co-operation.

In addition to the Year system, each tutor group is allocated to one of four Houses which contain pupils of all ages. There are inter-House competitions which take place throughout the school year, including sporting events, quizzes, music and talent competitions, design events, as well as the overall Merit Point competition.

Monitoring of pupils' progress

Pupils' progress is regularly reviewed so that targets can be set and parents informed.

The school is proud of its success in helping all pupils, whatever their ability, to reach their full potential. Tutors and subject teachers work together to ensure that every child is helped to work effectively and a close watch is kept on progress. Information on pupils' attainment and effort is recorded and analysed using sophisticated data analysis methods.

Each year, pupils have formal examinations. We also issue a full report and a progress review to parents and there is an annual Parents' Evening for each year group. Pupils are actively involved in this process. They review their progress and with the assistance of their tutors set personal targets for improvement which are then monitored. Tutors see pupils individually to discuss progress against the targets. This continuous process of review allows the school to monitor standards in general as well as the individual work of each pupil. It enables teachers to ensure that pupils are placed in appropriate teaching groups, and encourages pupils to work to the best of their ability.

Code of Conduct

The Ashcombe is committed to promote high personal standards and good manners.

All pupils of The Ashcombe School are expected to maintain and display high standards in terms of such matters as appearance, behaviour and good manners, both on and off the school premises. Most pupils behave extremely well. However, incidents involving lapses in classroom behaviour, missing or late homework or disregard for other school requirements may result in lunchtime or after-school detentions. Firm measures are taken if pupils step beyond clearly understood limits. In particularly serious cases, or incidents which could endanger the safety of others, measures include the use of school exclusions. Permanent exclusion, although used rarely, is a sanction the school would use in extreme cases. Parents will be informed prior to any after-school detention and in the case of any serious breach of discipline.

The School Behaviour Policy is available on request and a more detailed explanation of our supportive but firm approach will be found in the Guide for New Parents (on website and issued to new parents). *Please note that we assume that by applying for a place at the school, parents support the approach that the school takes to discipline and standards. We expect the support of parents in the shared task of fostering high standards of behaviour.*

Pupil Welfare and Child Protection

The School has the services of a nurse, a trained counsellor and an Educational Welfare Officer. We follow the County Safeguarding and Child Protection procedures referred to in the LA booklet "Information for Parents". If there is cause for concern that a child may be the subject of abuse, a referral will be made to the local Children's Services Department without reference to the parents. The principle is that the welfare of the child is of paramount importance. The School follows the "Safer Recruitment" guidelines.

Medication is administered in accordance with the guidelines issued by the LA and Health Authority.

Access for disabled pupils

There is wheelchair access to the Hall, Study Centre and Reception in the Ranmore Building and to the ground floor of the Bradley Building, giving access to areas normally used by parents and visitors. There is also wheelchair access to the sports hall. The Hall has an induction loop and there are toilets and facilities for the disabled. The school site is rather long with many changes of level, limiting wheelchair access to some classrooms. Ramps have been built and two lifts installed to improve access. Our aim is to support pupils with special needs, and we are always pleased to discuss the needs of individual pupils.

A Governor has specific responsibility for disabled pupils. We support the Disability Equality Scheme.



The piazza and pond are a focal point for pupils at break

3. How the curriculum is organised

The main purpose of the school is to deliver a high quality curriculum. We have sought to maintain our traditionally high academic standards whilst developing our curriculum to ensure that all children have a stimulating and demanding education.

The school day

The school day commences with registration at 8.55 a.m. The lunch break is 40 minutes. There is a 30 minute morning break and there is no afternoon break. The school finishes at 3.30 p.m. each day. The weekly routine provides 24 hours of teaching time per week, excluding collective worship, registration and breaks.

Teaching arrangements (including grouping and Special Educational Needs)

Pupils are taught with friends in their tutor group until they feel confident in the school, but later on teaching groups in some subjects will be based upon ability.

We feel that it is important for children to have time to settle down into their new school before setting (grouping by ability) decisions are made. Hence pupils are taught in their mixed-ability tutor groups on entry in Year 7, but setting arrangements in some subjects will be introduced as they progress through the school from Year 8 onwards and pupils will be placed in mixed ability teaching groups for their other subjects. Mathematics will be set during Year 7. Setting ensures that the teaching level and pace of work is appropriate to pupils' needs. Within each subject, detailed schemes of work have been developed, which include a variety of teaching approaches, including group work and whole-class teaching.

We are also concerned that pupils with Special Educational Needs (SEN) should feel part of the school and benefit from the general curriculum arrangement. Additional support and attention is given to such pupils by the Special Educational Needs Co-ordinator and support teachers. The school has a policy framework within which a fully accessible curriculum can provide for and respond to the needs of all pupils. The Governors have approved a policy statement incorporating the SEN Code of Practice, which is available from the School. We consistently ensure that all funds specifically allocated for SEN are spent appropriately.

National Curriculum

Pupils in Years 7, 8 and 9 will follow the Key Stage 3 curriculum and those in Years 10 and 11 will prepare for Key Stage 4 assessment based upon the GCSE examination.

All the required subjects of the National Curriculum (both core and foundation subjects) are covered in the curriculum for specified amounts of time. Our staff liaise closely with their primary school colleagues to ensure continuity. The curriculum also reflects consideration of the cross-curricular themes and skills such as careers education and guidance, business education, health education, ICT, literacy, numeracy and citizenship.

Lower School Curriculum

A wide range of subjects is studied in Years 7, 8 and 9.

In the Lower School we aim to give all pupils a broad education in a wide variety of subjects. A **Key Stage 3 Curriculum Guide** is issued at the New Parents' Evening. Pupils study the following subjects: Art, Science, Design and Technology, Drama, English, French and German, Humanities (in Years 7 and 8) and Geography, History and Religious Studies (in Year 9), Personal and Social Education (including Food), Mathematics, Music and Physical Education. Spanish can also be studied. Information and Communication Technology and Citizenship are delivered through other subjects.

During Year 9, pupils receive a full programme of advice and information on which to base their choice of courses for the Upper School. Throughout the school there is a structured tutorial programme which provides support and guidance on matters such as study skills and personal target-setting.



Lower School Science involves pupils in investigations and experiments

Upper School Curriculum

Subjects studied as 15 and 16 year old pupils prepare for their GCSE examination.

Upper School pupils currently spend 40% of their time studying Mathematics, English, Physical Education and Personal & Social Education, whilst the other 60% consists of six subjects chosen from a wide range of GCSE courses. These must include Science and Additional Science, a technological or expressive subject, a foreign language and a humanities subject (History, Geography or Religious Studies). This ensures a degree of balance on the one hand, with the opportunity to develop individual aptitudes and interests on the other. Some pupils study vocational courses at East Surrey College.

GCSE full and short courses are offered. Full details are given each year in the Upper School Handbook, issued in January.

Sixth Form Curriculum

Most pupils welcome the opportunity to move on with their friends into The Ashcombe's large, friendly and successful Sixth Form in which many advanced courses are available.

The Ashcombe Sixth Form is a large, thriving community. For a majority of students, there is a natural progression to move from The Ashcombe Upper School to the Sixth Form. Students appreciate the benefit of continuity being maintained. Teachers who already know and have helped them are more able to encourage them as they take more demanding Sixth Form studies. The Ashcombe's Sixth Form results are widely recognised for outstanding academic success, enabling a high proportion of students to proceed to degree courses at University or Colleges of Higher Education. The Ashcombe's reputation for quality and excellent opportunities also attracts students from other schools.

The Sixth Form offers a full range of courses to cater for all interests, abilities and ambitions. These include over 25 AS-level and A2-level as well as One Year Sixth courses including OCR National courses. Students are fully supported when making decisions regarding their future paths, including applications to University, eg. AimHigher and "competitive" courses such as Oxbridge and Medicine. Entitlement courses are followed by all Lower Sixth Form students. These include a choice of Information and Communication Technology, Modern Languages, Driving Safety and a range of Food, Art and recreational courses.

All Sixth Formers also follow a General Studies programme in the Arts, Mathematics, Languages, Sciences and Social

Sciences to ensure breadth in their studies.

Detailed descriptions of all courses offered for Sixth Form students for September 2012 are contained in the **Sixth Form Prospectus**, available from the PA to the Senior Team (Miss Parham).



Sixth Form students pictured on a study visit to the USA

Examinations (and Examination Entry Policy)

A school with a proud reputation for academic achievement and examination success.

Helping pupils to achieve success in public examinations is a very important part of our work. The school arranges formal annual examinations in all years, providing an appropriate preparation for the public examinations. In Year 11 and the Upper Sixth, this includes full trial examinations prior to the public examinations. Pupils and students are given careful preparation for formal examination procedures including study and revision skills.

All GCSE pupils are entered for examinations in the courses for which they have studied unless they have failed to complete controlled assessments by the specified deadline. This policy applies to A-level students unless, after discussion, it is felt that they will benefit from a reduced examination load.

The School has registered with a range of examination boards to enable departments to choose the most suitable syllabus in each subject (full details are contained in the Upper School Handbook and Sixth Form Prospectus).



Design Technology also involves graphic work

Pastoral Curriculum

A programme to provide personal and academic support.

All pupils in the school have regular tutorial lessons following a structured programme of activities to provide strategies to help make study more effective and to gain as much as possible from their time in the school. Personal and Social Education (PSE) is taught throughout the Lower School and Upper School, and includes additional Health and Citizenship elements.

Religious Education, Assemblies and Collective Worship

Encouraging all pupils to consider the spiritual dimension of life is an important element of our curriculum aims.

Religious Education aims to promote an enquiring and sympathetic approach to the study of religion by introducing pupils to the challenging and varied nature of religion and of religious experience, belief and practice. Pupils are encouraged to identify and explore questions about the meaning of life, to reflect on religious responses to moral issues and to recognise and appreciate the contribution of religion to the formation of patterns of belief and

behaviour. Consequently, the syllabus content is drawn from the main world religions (Christianity, Judaism, Islam, Sikhism, Buddhism and Hinduism) and is largely of a thematic nature in the Lower School.

Assemblies are of a broadly Christian character; they are led by senior staff, together with local clergy, and are based on carefully chosen themes which reflect the core values of the School. Parents are reminded that they can withdraw their children from Religious Education and Collective Worship, in which case individual arrangements will be made.

Sex Education

Opportunities are provided to consider moral attitudes and implications in addition to studying biological information.

A programme of Personal and Social Education, incorporating Food & Nutrition, Health Education, Citizenship and Careers is taught in all years in the school. Education with regard to sexual matters begins in Year 7 and continues as an integral part of the curriculum in a number of areas. This approach does not sensationalise Sex Education. The moral and social aspects of sex are discussed as part of the PSE programme. The Governors have approved this programme following meetings with parents and staff, in accordance with current legislation and published County guidelines. Parents are reminded that they can withdraw their children from all or part of the Sex Education provided.



All pupils undertake regular practical work in Art, Personal and Social Education, and Design Technology

4. Supporting the curriculum

Facilities for Learning

The school offers excellent facilities for individual learning and group work.

School facilities include eleven high quality science laboratories, fine provision for teaching expressive arts, five modern technology workshops which incorporate facilities for teaching Electronics and Computer Aided Design, and Information Technology rooms (explained in some detail below). Modern Languages are taught in a suite of eight rooms, including two multi-media rooms. There are also specialist suites of rooms for Mathematics, English and Humanities. The splendid assembly hall is fully equipped for dramatic and musical productions. The large Study Centre, with a mezzanine floor, provides a focus for learning and study for the whole school with computer facilities. The new Bradley Arts Centre offers outstanding facilities for Art, Drama and Music. There is a superb new 6 court Sports Hall with adjacent gymnasium, tennis and netball courts and extensive playing fields.



Information & Communication Technology (ICT)

The school offers wide access to high quality PC facilities and software.

The whole school is networked with over 400 PCs, each with access to file servers, CD-ROMs and the Internet. There are two multi-media Language rooms, each with 34 computers. There are four rooms equipped for Information Technology, and a similar room for Mathematics. There are ICT facilities in other departmental areas, including 4 classrooms in Humanities and English each with 32 computers, 30 computers in the Technology area with Computer Aided Design (CAD) and control facilities. There are more in the Music area, the PSE / HE area and the Art area as well as in the Sixth Form study area. All computers have filtered access to the Internet and e-mail facilities. Fronter, a virtual learning environment, is used extensively. All computer use is covered by a compulsory Code of Conduct. The Key Stage 3 ICT modules are delivered through a range of subjects, carefully co-ordinated to ensure coverage of the required area.

Work-Related Learning

Schools have to meet statutory requirements for work-related learning and provide an entitlement for enterprise education. Careers guidance, work experience and links with business help us to prepare pupils for the world outside school.

We seek to assist pupils in identifying their career objectives and in determining the best way to achieve them. As part of this process, careers guidance forms an important part of the curriculum and is available in PSE lessons, interviews with the careers adviser, and from the careers library in the Study Centre. Sixth Form students also receive structured careers guidance and advice regarding future paths including employment, Further Education and Higher Education.

The Ashcombe School currently offers all Key Stage 4 pupils a broad curriculum that includes special features such as International Business Week, supporting language learning in a business context, employment interview and CV preparation, financial management and economic awareness activities.

A week's work experience takes place both in Years 11 and Lower 6th, with preparation, monitoring and evaluation to ensure maximum benefit for all participants.

The school has strong business links with the local community which supports our International Business Week, biennial Careers Fair and Awards Evening.



Students make full use of the excellent ICT facilities



Sporting Aims and Provision

Sport plays a very significant part in the life of the school and all pupils will be encouraged to become involved.

The school promotes a “Sports for All” philosophy with a clear focus upon enthusing as many pupils as possible to enjoy physical activity and achieve success. We are proud of the School’s sporting reputation which is recognised by the Government’s “Sportsmark Award” for excellent provision of Physical Education and Sport. The superb Sports Hall extends the opportunities the school can offer.

A broad and balanced variety of activities is offered providing opportunities to participate in both competitive and non-competitive sport. These include traditional team sports and more individual activities such as gymnastics and dance. Clubs take place before and after school, at lunchtime and there are after-school fixtures. Many students take part in these activities, and we are pleased that many then join one of a considerable number of local clubs with which we have forged links.

Annual sporting events include the Gym and Dance Performance Evening, the Surrey Youth Games and regular House activities such as Sports Day and Games Day.

School Clubs and Activities

There is a wide range of extra-curricular opportunities.

Learning experiences outside the classroom including visits to theatres, museums and sporting events, journeys at home and abroad are regarded as very important parts of a full

secondary education. Opportunities will be provided for all pupils as part of both curricular and extra-curricular arrangements. These have ranged from local field trips to expeditions to Uganda and Iceland. Given the international nature of future employment opportunities, exchanges and home-stay visits are regarded as a particularly important aspect of extra-curricular provision and it is hoped that parents will give the required support to make exchanges successful. These include exchanges with Tambaza High School in Dar-es-Salaam, Tanzania, schools in Gouvieux and Chantilly, the former being a town north of Paris with which Dorking is twinned, and a school near Bonn. Through our Language College activities further links have been established with Italy, Norway, Hungary and Spain. Since 1999 numerous students have taken a 3 week course in Mandarin Chinese at a Chinese University, and we now have a strong link with Changzheng Secondary School in Shanghai.

The School has many musical groups. Visiting teachers provide tuition in a range of musical instruments and pupils are encouraged to become involved in the musical life of the School. High quality stage productions are a traditional feature here. Recent productions have included "Grease" and "Oliver". Each year, there are many concerts and musical evenings. Other clubs include the Gardening Club, Art Club, Homework Club and Drama Club.

Pupils from each Year Group can discuss school issues with senior staff at the School Council. As part of their citizenship curriculum, pupils are strongly encouraged to participate in school discussion.

It is very important for pupils to have a caring and responsible attitude to wider world needs, and charity support is emphasized within the school. There is an annual Charities Week and a Senior Citizens' Party, as well as long-standing links with a community in Romania.



Duke of Edinburgh's Award Scheme

The Duke of Edinburgh's Award Scheme is very well established in the school.

Pupils have the opportunity to join the scheme from Year 9. There are Bronze, Silver and Gold awards. Currently there are around 200 pupils participating in Years 10, 11 and the Sixth Form. Activities include public service, practical skills, physical activities, expeditions and courses. Over the years, many pupils have derived many advantages in participating, not least in terms of enhancing their confidence and sense of responsibility.



The Duke of Edinburgh's Award Scheme is thriving at the School and can bring great personal satisfaction

School Uniform Policy

We believe that a smart uniformed appearance is an important element in setting high standards, and know that this approach has strong parental support.

The School has a traditional attitude concerning school uniform and expects all pupils to look neat and smart. The co-operation of parents in helping us to set and maintain high standards of appearance is essential. Pupils must wear a school blazer with badge, a school tie and if a jumper is worn, it must be navy blue with a 'V' neck and logo. Uniform requirements include footwear (trainers are not acceptable). Some items should be purchased through the PTA which arranges for the sale of uniform just after the New Parents' Evenings in July. For further information, contact the school or look at the PTA uniform link on the school website: www.ashcombe.surrey.sch.uk. The School has a smart navy blue and red P.E. kit. Other non-specialist items of uniform are carefully detailed in the uniform list. The uniform was revised in September 2007, and changes have been phased in. The PTA Uniform Shop is sited opposite the new Nursery.



School Meals

The school supports the Healthy Eating initiative through the curriculum and arrangements for eating.

Meals are prepared on the premises and served using a cafeteria system where pupils pay for individual items. The menu, which includes the set meal, other hot dishes, snacks and beverages, is displayed each day, together with prices. Seating in the canteens is available for pupils who wish to bring their own packed lunches and we have many picnic benches around the site. Pupils may only leave the premises to go home for food if they have been issued with a pass, but we strongly encourage pupils to remain in school during lunchtime.

Charging Policy

The School policy is based on the current statutory requirements and the policy of Surrey County Council. A detailed Charging Policy has been approved by the Governors and is available on request.



Students pictured in Romania where they undertake charity work. The Royal Marsden Hospital is also one of the charities supported by the School

5. Involving Parents

Reports and Parents' Meetings

We aim to keep parents well informed and are always available to discuss concerns.

Progress reports to parents and Parents' Evenings are important parts of each school year. However if you have any specific concerns about any aspects of the progress or welfare of your son or daughter we should like you to arrange to talk with us. Generally, the tutor or Head of Year should be the first point of contact.

Communication between Home and School

We endeavour to keep parents well informed about events and life at the school.

"Pupil-post" operates to ensure that a steady flow of information about school issues is available to parents. Some letters have reply slips. Letters sent home should be recorded in the Student Planner. Parents are encouraged to also receive communications by e-mail ("Parent Mail").

We require letters to explain all absences and exemption from classes. Requests for leave of absence for holidays requires a form to be completed, which is available from the Pupil Services Desk.

It should be noted that holiday absence of up to 10 days is not a right but a concession which can be granted by the Headteacher. The School hopes that parents will try to avoid taking holidays in term time. Approval will generally not be given if absence would clash with important assessment times. Dates are provided at the start of each year.

'Accent on Ashcombe', our termly school magazine, outlines major events and developments in the life of the school.

The School has prepared a Home-School Agreement according to legal requirements.

We encourage parents to sign up to "Parent Mail" in order to receive electronically important letters sent home via pupils. The School website www.ashcombe.surrey.sch.uk has a wealth of information. "On-line reporting" means that via a secure individual pupil login, information such as pupil reports can be accessed electronically. There is also a 'Parent Pay' facility, enabling parents to pay electronically for some activities.

Homework and the Student Planner

Homework is regarded as an essential element in a successful school career. The planner provides a means for both parents and school to monitor what is set, how long it takes and what is done, and to improve communication.

All pupils have a Student Planner, which includes a homework diary. The planner is used to record homework and information for both the pupil and parents. It can be used by parents to communicate with the tutor. In the homework diary, each pupil must enter the details of every piece of homework, as directed by subject teachers. The form tutor signs the planner regularly to show it has been checked and we ask parents to assist in this systematic checking. The Student Planner is an important document and is invaluable in helping the pupil to organise work.

Homework is set regularly for all classes, and a homework timetable is issued to pupils and parents with detailed guidelines about the time to be taken on homework. For Lower School pupils, this ranges from 1 to 1½ hours per night and for Upper School pupils an average of at least 2 hours per night. Fronter (Virtual Learning Environment) is also well-used.

The Ashcombe Parent-Teacher Association

An opportunity for parents to become actively involved in the school community.

We place great emphasis on having very close links with parents, whether through Parents' Evenings or through the Ashcombe Parent-Teacher Association.

The PTA is very involved in supporting the school. The PTA provides a uniform service and hosts educational evenings, social activities and fund raising through the "250 club". Above all it provides an opportunity for committed parents and staff to promote a community ethos in school. The PTA has its first meeting in September each year.

The Ashcombe Trust

Financial support enables enhanced facilities to be made available.

Parents are invited to become Friends of The Ashcombe Trust by making a donation, or covenanting a sum of money on a regular basis. Money raised through the Trust is used to purchase or assist with items not normally provided by the Local Authority. Without the aid of the Trust and the many generous parents who support it we would not have been able to raise the funds to become a Language College or to build our Sports Hall and Arts Centre.

We hope that all parents will wish to make some contribution to the fund.

The School also has a former pupils' association, The Ashcombe Dorkinian Association.

School Governors and Staff

Governors play a very active part in the management and life of the school. The Governors of The Ashcombe School (as at 6th September 2011) are listed in Appendix I. Mrs J Housden is Chair of Governors and Mr C Roberts is Vice-Chair of Governors.

A full list of members of staff is given in Appendix II but the attention of parents is drawn to the following:-

Headteacher: Mr D. J. Blow

Deputy Head (Pastoral): Mrs A. S. Reed

Deputy Head (Curriculum): Mr C.G. Panting*

Deputy Head: Dr J.N. Carter*

Head of Lower School: Mr J. Simmonds

Head of Upper School: Mr S.J. Ketley*

Head of Sixth Form: Mr J.D. Robinson

Senior Curriculum Manager: Ms H.E. Myers

Assistant Heads (Curriculum): Mrs Z.S. Wood*,
Ms Y A Sheikh, Mr B.M. Jackson

Senior Admin. Officer: Mrs C. Knights

PA to Senior Team: Miss Serena Parham

**Acting post*



The curriculum extends beyond the normal school day and has many international elements

6. How to Apply

Our Admission Procedure

We hope that you will wish to apply for a place for your child at The Ashcombe School. If you would like more information or wish to visit the School, please telephone the PA to the Senior Team, Miss S. Parham, to make an appointment. Visits generally take place on Wednesday mornings at 9.30 a.m., when you are most welcome to come and see us at work and find out what The Ashcombe has to offer.

This year there will be an Open Evening for all prospective pupils and their parents on Thursday 13th October. The evening will include guided tours of the school from 6pm onwards, and the Head will address parents in the Hall.

If you decide to select The Ashcombe School for your child, please follow the County procedures as laid out in the booklet published in September 2011 and on their website. Mrs Reed, Deputy Head, co-ordinates admission arrangements at the School and it is important that you contact her if you have specific enquiries or experience difficulties. It is very important that the application form is received by the LA on or before the set date.

The Local Authority (LA), Surrey County Council (SCC), is the legal admissions authority and The Ashcombe School is a LA Community School. Full details of the Admission Arrangements can be found on the Surrey C.C. website www.surreycc.gov.uk -Learning > Schools > School admissions.

The following is the text provided by the LA for inclusion in school prospectuses:

Admissions Criteria for Community and Voluntary Controlled Schools

(i) First priority: Looked-after children

Within the admission arrangements for Community and Voluntary Controlled schools Looked After Children will receive the top priority for a place. Looked After Children will be considered to be children who are registered as being in the care of a Local Authority (for example, fostered or living in a children's home). Places may be allocated under this criterion when places are first offered at a school and the Local Authority may also ask schools to admit over their Published Admission Number at other times under this criterion.

(ii) Second priority: Exceptional arrangements

Occasionally there will be a very small number of children for whom exceptional circumstances will apply which will warrant a placement at a particular school. Evidence from a consultant doctor will be required for medical cases.

Documentary evidence from any relevant support services will be required for other sensitive family circumstances. This evidence should set out why the child should attend a particular school. Places may be allocated under this criterion when places are first offered at a school and the Local Authority may also ask schools to admit over their Published Admission Number at other times under this criterion.

(iii) Third priority: Children who will have a sibling at the school or at an infant/ junior school on a shared/adjoining site at the time of the child's admission

A sibling will be considered to be a brother or sister (that is, another child of the same parents, whether living at the same address or not), a half-brother or half-sister or a step-brother or step-sister or an adoptive or foster sibling, living at the same address.

A child will be given sibling priority if they have a sibling at the school concerned at the time of the child's admission. For the initial intake to the school a child will be given priority for admission only if their sibling will still be at the school in September 2012 or he/she will have a sibling at an infant/junior school on a shared/adjoining site in September 2012. This will apply both at the initial allocation of places and also when prioritising the waiting list. Giving sibling priority has the effect of maximising the opportunity for children in the same family to be educated at the same school or at a school on a shared or adjoining site.

At the initial allocation, when a parent is applying for both a Reception and a Junior school place, neither child will be treated as a sibling under the sibling criterion until after the offer day. At that time, if a place has been offered to only one child, the waiting list position for the other child will be adjusted to reflect the fact that they expect to have a sibling in the school or a school on a shared or adjoining site at the time of admission.

Where a sibling is in Year 11 or Year 12 at a school that has a sixth form at the time of an application for a younger child to start year 7 in September 2012, they will be deemed as being in the school at the time of admission, unless the parent has specifically expressed that they will not be continuing in to the following academic year

If within this category there are more applicants than places available, any remaining places will be offered to applicants who meet this criterion on the basis of proximity of the child's home address to the school (please see paragraph v).

(iv) Fourth priority: Children for whom the school is the nearest to their home*

The nearest school within the admission arrangements for Community and Voluntary Controlled schools is defined as the school closest to the home address with a published

admission number for pupils of the appropriate age-range, as measured by a straight line and which admits local children. The nearest school may be inside or outside the county boundary. Under this criterion all Surrey Community and Voluntary Controlled schools are considered to admit local children.

Within the admission arrangements for Community and Voluntary Controlled schools the child's home address excludes any business, relative's or childminder's address and must be the child's normal place of residence. In the case of shared custody it is the address where the child spends most of the time. All distances will be measured by the computerised Geographical Information System maintained by Surrey's Admissions and Transport team. Any offer of a place on the basis of address is conditional on the child being resident at the address provided.

The address to be used for the initial allocation of places to Reception, Year 3 and Year 7 will be the child's address at the closing date for application. Changes of address may be considered in accordance with Surrey's Coordinated Schemes if there are exceptional reasons behind the change, such as if a family has just moved to the area. The address to be used for waiting lists, after the initial allocation, will be the child's current address. Any offer is conditional upon the child living at the appropriate address on the relevant date. Parents have a responsibility to notify Surrey County Council of any change of address.

If within this category there are more applicants than places available, any remaining places will be offered to applicants who meet this criterion on the basis of proximity of the child's home address to the school (please see paragraph v).

You can find the "distance" from your house to the nearby schools using the Surrey County Council's Surrey Smart Online <http://findaschool.surreycc.gov.uk>

(v) Fifth priority: any other applicant

Remaining places will be offered on the basis of nearness to the school measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest school gate for pupils to use. This is calculated using the Admission and Transport team's Geographical Information System. If there are two applicants from the same block of flats the applicant with the lowest door number or letter will be given priority.

Where two or more children share a priority for a place, e.g. where two children live equidistant from a school, Surrey County Council will draw lots to determine the rank position of each child.

In the case of multiple births or siblings born in the same academic year, where only one place remains the parents will be asked to decide which child will be offered a place.

The remaining sibling(s) will be placed at the top of the waiting list.

Waiting lists

Where there are more applicants than places available, waiting lists will operate for each year group according to the oversubscription criteria shown for each school above and without regard to the date the application was received or when a child's name was added to the waiting list.

Waiting lists for the initial intake to each Community and Voluntary Controlled School will be maintained until the last day of the Autumn term when they will be cancelled. Parents wishing to remain on the waiting list after this date must write to Surrey County Council by 31 December 2012, stating their wish and providing their child's name, date of birth and the name of their child's current school. After 31 December 2012, parents whose children are not already on the waiting list but who wish them to be so must apply for in-year admission through their Home Local Authority. Waiting lists for all year groups will be cancelled at the end of each academic year.

7. Background Information

Appendix I - The School Governing Body

September 2011

Chair of the Governors

Mrs Janet Housden, M. Phil.

Brympton

Ridgeway Road

Dorking RH4 3AT

Tel: 01306 883011

Clerk to the Governing Body

Mrs Carole Knights

The Ashcombe School

Ashcombe Road

Dorking RH4 1LY

Tel: 01306 886312

MEMBERS OF THE GOVERNING BODY

Telephone number

Parent Governors (7)

Mrs Amanda Adey* 01306 877023

Mrs Barbara Brigham* 01306 886130

Mrs Caroline Clarke* 01306 882308

Ms Ros Kerslake* 07771 831419

Mr Mark Seymour* 01306 889825

Mr Mark Rowlands* 01306 883880

Mr Kevin Wilson* 07931 372950

SCC Appointed Governors (4)

Mrs Janet Housden* 01306 883011

Mrs Hazel Watson 01306 880120

Mr Clive Roberts* 01737 843045

Mrs Margaret Brett* 01306 883606

Staff Governors (4) Contactable via The Ashcombe School:

Mr David Blow
(Headteacher) 01306 886312

Mr Ben Blackband 01306 886312

Mrs Charlotte Burbidge 01306 886312

Mrs Hilary Evans 01306 886312

Community Governors (5)

Mrs Chris Coughlin* 01306 500774

Mr Wilf Davis* 01306 880901

Mr Phil May* 01306 882806

Mr Neil McClelland* 01306 882070

Mrs Sue Swain-Fossey* 01306 500847

Sponsor Governors (2)

Mr Martin Coe* 01306 640657

1 vacancy

Associate Members (2)

2 vacancies

* These governors have, or have had children who attended The Ashcombe School.

Appendix II - Staff Directory

Teaching Staff

NAME	SUBJECT
Miss C E Allanson	Asst Head of 6th Form, Maths resps
Mr B J Ashwood	Head of Music
Mr J A Bathgate	2 i/c Science
Mrs R Beggs	Joint 2 i/c Maths
Mrs H Bennett	* English resps
Miss S L Bird	Head of Modern Languages (maternity leave from Sept 11)
Mr B Blackband	History, Asst Head of Year 10, assistant ICT coordinator, History KS4 coordinator
Mrs T Bloss	Modern Languages; MFL resps
Mr D J Blow	Headteacher
Mr J R H Bright	Joint 2i/c Maths, 6th Form pastoral resps, electronic monitoring, Asst Head of Year 9
Miss C Brockway	Modern Languages; MFL resps
Mr M J Buckingham	Science, Head of Year 8
Mrs C L Burbidge	Science, Head of Upper Sixth
Mrs C E M Cackett	*Psychology
Mrs S M Cackett	Head of PSE
Miss G Cammack	*Mathematics
Dr J N Carter	Dept Head, Science
Mrs N Chalmers	*History, Citizenship coordinator, Asst Head of Year 11
Ms S Davidson	English, Head of Year 11
Mrs E M Davey	*English (maternity leave from Oct 11)
Miss E J Dobson	2 i/c DT, KS3+4 ICT Coordinator
Miss N A Dobson	PE, Head of Year 9
Ms J M Dryden	SEN Co-ordinator
Mr M Dunfield	Head of Mathematics, Leading from Middle Coach
Miss R A Dye	2 i/c PE
Mrs N Evans	PE, 2i/c PSE, Asst Head of Year 11
Mrs D J Gordon	Head of BS&ICT
Mr P A Grant	Science. DoE Bronze Coord. Peer Mentor Coord.
Mr A R Gray	Head of Art
Mrs P Gray	Mathematics
Mrs H Greaves	*Music
Mrs J E Gutteridge	Religious Studies, RS resps
Ms R A Hall	Head of English, Teaching Coach, Leading From Middle Coach
Miss E F Halton	Mathematics
Mr C Hansen	DT

Mr J Harris	PE
Mrs M Harte	*Modern Languages + resps
Mr W Harwood	Head of Science
Mr L Hearnden	Science, Asst Head of Year 10
Mrs M Hickerton	Drama
Mrs H E Hook	*Science, English, Mod Lang.
Miss C Hunn	2 i/c English
Mr B M Jackson	Assistant Head (Curriculum), Maths
Mr D A Jackson	Inclusion Co-ordinator
Mrs J D Jackson	DT
Mrs M E Jones	*English, i/c Classical Civilisation, English Resps
Mrs N Jones	English, English Resps
Mrs N C Jones	*History
Miss K K Judge	English, Head of L6th
Mr S J Ketley	Head of Upper school, PE
Mrs A Leon	Modern Languages, MFL Resps.
Mrs K J Lerpiniere	*Learning Support
Mr A Leyshon	Head of PE, East Surrey College Coordinator
Dr S Lohmann	Science, jnt Sustainable Schools Co-ord.
Miss S Lowe	Science, Asst Head of Year 7
Mr A J Luck	DT
Ms J A Lynch	Science
Miss R Maconochie	Modern Languages
Mr K Mackrell	Maths, Maths resps
Miss C Margetts	History, Asst Head of Year 8, KS3 History Coordinator
Mr R Marshman	English & Media
Miss C Medlam	English; School Council
Mr T Mercer	Business Studies & Economics
Miss S J Molyneux	Head of DT (maternity leave from Nov 11)
Mrs K Morris	*Maths
Mrs N M Msika	PSE, PSE resps
Miss C L Mulligan	Geography, Geography resps, jnt Sustainable Schools Coordinator
Dr T Munford	*Chinese
Ms H E Myers	Senior Curriculum Manager, Modern Languages
Mr D Neumann	Maths, ICT support
Mr C G Panting	Dept Head (Curriculum), History
Mr I J Parker	*Latin
Mrs A Poleviou	Modern Lang
Mr R L Pugsley	2 i/c Modern Languages
Mr B J Ravenhill	Geography, Geog resps, assistant ICT coordinator

Mr J Rayne	KS3 Science Co-ordinator
Mr M Rea	PSE, Head of Year 7
Mrs A S Reed	Deputy Head (Pastoral), PSE
Mr J D Robinson	Asst. Head, Head of 6th Form, ICT Coordinator
Miss H Sampson	Music
Ms Y A Sheikh	Assistant Head (Curriculum), Science
Mr J Simmonds	Asst. Head, Head of Lower School, MFL
Mr P D Slater	Maths, DoE Coord (Silv+Gold), MIS
Dr J Smith	*Science
Miss S M Sooksalee	Science, Rewards Coordinator
Mrs C E Stanford	Head of Geography
Miss R Taylor	RS resps, i/c Sociology, Asst Head of U6th
Mr R Taylor	DT / Art
Mr S J Thurley	Head of Drama, SEAL coordinator
Miss C L Townsend	Art
Mr S Tunmore	Modern Languages
Miss J R Turton *	Modern Languages
Mrs E Upton (nee Halliday)	Head of History
Mrs L P Vellucci *	History
Mr M R Vivian	B.S./ ICT, i/c Work Related Learning & OCR National Travel & Tourism
Mrs R F Williams	*Modern Languages
Mrs H M Winter	Head of Year 10, Geography
Mrs Z S Wood	Asst. Head, Geography
Miss D Woollacott	Science
Mr D C Woollett	Deputy Head of Sixth Form, Art, Photography
Mrs J Clarke	Language College Visits & Outreach
Mr H Kiernan	Behaviour Support
Mr D Seume	IT Outreach Teacher & Webmaster

KEY			
i/c	in charge	PE	Physical Education
*	part time	RS	Religious Studies
asst	assistant	PSE	Personal & Social Education
resps	responsibilities	SEAL	Social and Emotional Aspects of Learning
jnt	joint	SEN	Special Educational Needs
Dept	Deputy	KS3	Key Stage 3
Coord	Coordinator	KS4	Key Stage 4
ICT	Information & Communication Technology	MIS	Management Information System
BS	Business Studies	DoE	Duke of Edinburgh Award
DT	Design & Technology	MFL	Modern Foreign Languages

Non-Teaching Staff

Mr D E Adam Premises Manager
Mrs H C Ascough Library Assistant
Mrs H Ayling Resource Assistant
Mrs S Bailey Finance Officer
Ms V Barker Teaching Assistant
Mrs L. Barnes Asst Finance Officer
Mr S R Bowie ICT Technician
Mrs A Bowley Resource Assistant
Mrs S Brand Teaching Assistant
Mr M Buckland Site Manager
Miss G Chapman Teaching Assistant
Mr P Comben Teaching Assistant
Mrs J I Croft-Smith Cover Supervisor
Miss F L Darnell Teaching Assistant
Mrs S Davies Reprographics Assistant
Mrs S Day Teaching Assistant
Mr O Digance ICT Technician
Mrs S K Digance Office Manager
Mrs M Elliott Teaching Assistant
Mrs H Evans Examinations Officer
Mrs H Fletcher Resource Assistant
Mrs K E Francis Teaching Assistant
Mrs P Gannon Teaching Assistant
Mrs S J H Gibbons Teaching Assistant
Ms J Giles Teaching Assistant
Mrs M Gonzalez-Hannan Teaching Assistant
Mrs W Gregory Teaching Assistant
Mrs A Griffiths Cover Supervisor
Mr S Hinton Resident Assistant Site Manager
Mrs J Holmes Resource Assistant
Mr P Holt Assistant Site Manager
Mrs C Isbell PSE Technician
Mr P Jones Assistant Site Manager
Mrs A Knapp Science Technician
Mrs C Knights Senior Administrative Officer
Mr S Kulka ICT Manager
Dr D Lafferty Senior Science Technician
Mrs H Leitch Resource Assistant
Miss J Lloyd Teaching Assistant

Mrs D F McKie Science Technician
Mrs J Manning Teaching Assistant
Mrs M May Teaching Assistant
Mrs S McDougall Teaching Assistant
Mrs A Mewis Cover Supervisor
Mrs M Mizzi Teaching Assistant
Mrs K Montgomery Cover Supervisor
Mrs L Moorcroft Teaching Assistant
Miss S Parham PA to Senior Team
Miss A Page Study Centre Manager
Ms K Pickford Teaching Assistant
Mrs Y Prince Examinations Officer Assistant
Mrs C Quinnell Art Technician
Ms M Randall Teaching Assistant
Mrs J Ryan Teaching Assistant
Mr C Saunders DT Technician
Mrs J Sciacaluga Teaching Assistant
Mrs L Selmes Resource Assistant
Mrs J Sheldon Science Technician
Mrs S Skates Teaching Assistant
Mrs P Stace Teaching Assistant
Mrs R Stevens ICT Technician
Mrs D Storey Teaching Assistant
Miss L Stott Teaching Assistant
Mrs B Swindon Resource Assistant
Mr M Thompson Assistant Site Manager
Mrs L Turner Science Technician
Ms G Tuson Deputy Examinations Officer
Mr N Usman Advanced ICT Technician
Mrs G F Valentine Science Technician
Mr P Walters Deputy ICT Manager
Ms C Williams Teaching Assistant
Mrs S Willis Dorking Schools Partnership Secretary
Mrs S Wooff Teaching Assistant
Mrs M Wright Resource Assistant
Mrs J Wynter Resource Assistant

Specific support:

Sarah Comerford Careers
Chris McDermott School Nurse
Elizabeth Turner School Counsellor

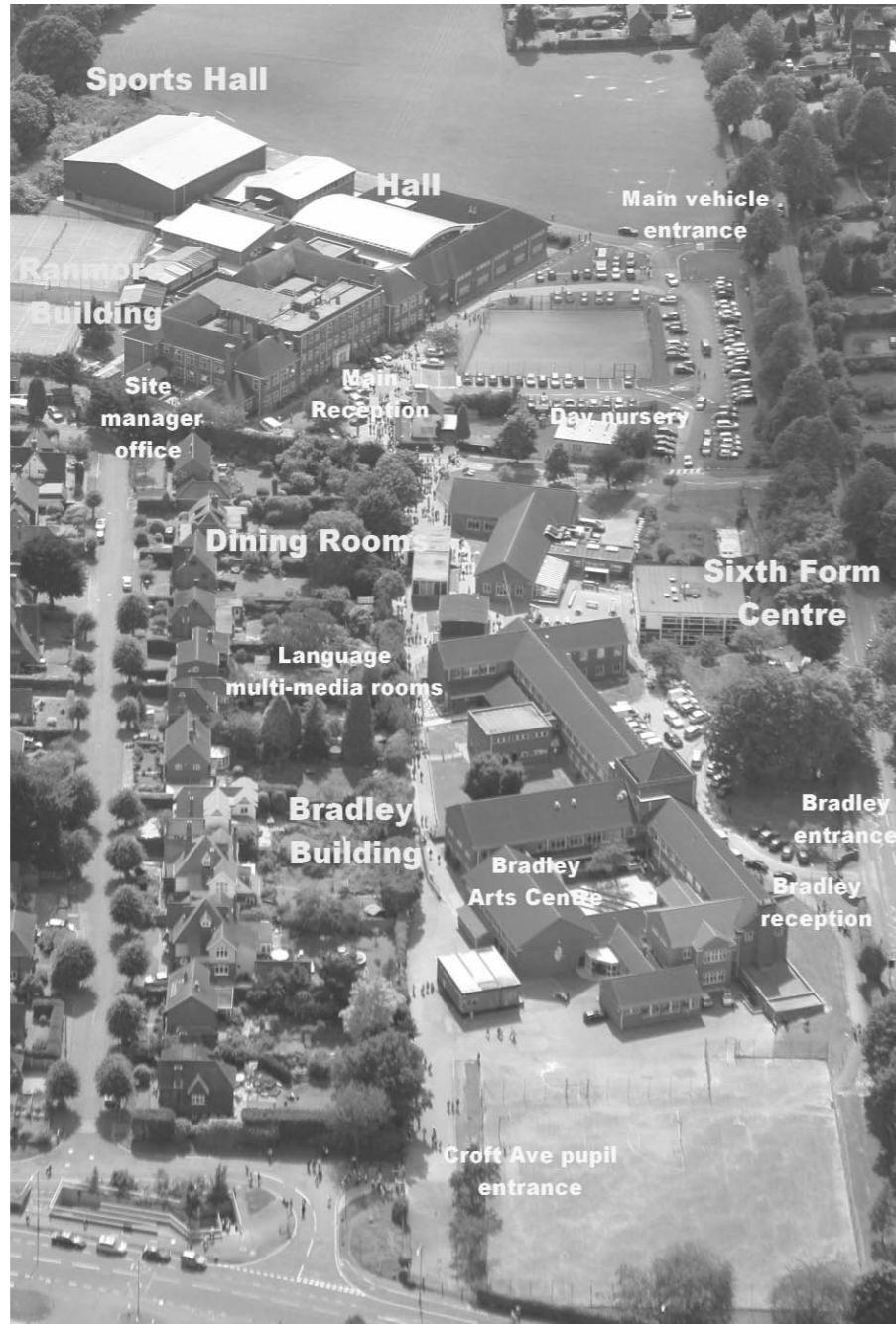
Appendix III - Useful Names & Addresses

School Address:
 The Ashcombe School,
 Ashcombe Road,
 Dorking,
 Surrey RH4 1LY
 Tel: 01306 886312
 Fax: 01306 742537

Education Authority:
 Surrey County Council
 County Hall,
 Kingston-upon-Thames,
 Surrey KT1 2DJ
 Tel: 020 8541 9500

Admission Enquiries & Transport:
 Admissions & Transport
 Surrey County Council
 Quadrant Court
 35 Guildford Road
 Woking
 Surrey GU22 7QQ
 Tel: 0845 6009 009

Local Area Office:
 South-East Area Education Office,
 Omnibus,
 Lesbourne Road,
 Reigate, Surrey
 RH2 7JA
 Tel: 01737 737600



An aerial view of the school, taken in 2007

Appendix IV - Examination Results

Upper Sixth A-level results June 2011

		Entries	A*	A	B	C	D	E	U
Art	F	5	1	0	3	1	0	0	0
	M	2	0	1	1	0	0	0	0
	T	7	1	1	4	1	0	0	0
Biology	F	13	1	0	3	3	0	2	4
	M	13	0	3	1	2	5	1	1
	T	26	1	3	4	5	5	3	5
Business Studies	F	9	0	3	2	2	0	0	2
	M	15	1	5	4	3	1	1	0
	T	24	1	8	6	5	1	1	2
Chemistry	F	8	0	5	0	1	1	0	1
	M	12	2	5	2	0	1	2	0
	T	20	2	10	2	1	2	2	1
Classical Civil.	F	10	1	3	3	1	2	0	0
	M	7	0	2	1	4	0	0	0
	T	17	1	5	4	5	2	0	0
Design Technology	F	5	0	0	0	1	2	2	0
	M	3	0	0	0	1	1	0	1
	T	8	0	0	0	2	3	2	1
Economics	F	1	0	1	0	0	0	0	0
	M	14	1	3	3	5	2	0	0
	T	15	1	4	3	5	2	0	0
English	F	17	3	2	3	7	2	0	0
	M	11	0	2	4	4	0	1	0
	T	28	3	4	7	11	2	1	0
French	F	9	1	2	3	2	0	1	0
	M	4	0	0	3	1	0	0	0
	T	13	1	2	6	3	0	1	0
Further Maths	F	6	0	4	1	1	0	0	0
	M	4	2	1	1	0	0	0	0
	T	10	2	5	2	1	0	0	0
General Studies	F	58	2	4	11	9	11	11	10
	M	68	0	3	6	15	18	13	13
	T	126	2	7	17	24	29	24	23
Geography	F	1	0	0	1	0	0	0	0
	M	14	1	2	2	7	2	0	0
	T	15	1	2	3	7	2	0	0
German	F	1	0	0	1	0	0	0	0
	M	0	0	0	0	0	0	0	0
	T	1	0	0	1	0	0	0	0
Gov't & Politics	F	6	2	1	2	0	1	0	0
	M	7	2	3	0	1	0	1	0
	T	13	4	4	2	1	1	1	0
History	F	18	4	2	6	3	2	1	0
	M	22	0	4	3	9	4	0	2
	T	40	4	6	9	12	6	1	2
Japanese	F	0	0	0	0	0	0	0	0
	M	1	0	1	0	0	0	0	0
	T	1	0	1	0	0	0	0	0
Mathematics	F	18	4	7	0	2	2	1	2
	M	25	5	9	7	0	1	2	1
	T	43	9	16	7	2	3	3	3
Media Studies	F	7	0	0	5	2	0	0	0
	M	8	0	2	2	1	1	1	1
	T	15	0	2	7	3	1	1	1
Music	F	1	0	0	1	0	0	0	0
	M	2	0	0	0	2	0	0	0
	T	3	0	0	1	2	0	0	0
Physical Education	F	0	0	0	0	0	0	0	0
	M	12	0	1	0	3	2	3	3
	T	12	0	1	0	3	2	3	3
Physics	F	10	1	3	4	1	1	0	0
	M	26	3	8	5	3	4	0	3
	T	36	4	11	9	4	5	0	3
Psychology	F	8	1	0	2	1	2	1	1
	M	0	0	0	0	0	0	0	0
	T	8	1	0	2	1	2	1	1
Religious Studies	F	11	0	3	4	1	1	1	1
	M	2	0	1	0	1	0	0	0
	T	13	0	4	4	2	1	1	1
Sociology	F	10	1	0	1	2	2	1	3
	M	2	1	0	1	0	0	0	0
	T	12	2	0	2	2	2	1	3
Spanish	F	1	0	0	0	1	0	0	0
	M	1	0	1	0	0	0	0	0
	T	2	0	1	0	1	0	0	0
Theatre Studies	F	2	0	0	0	1	1	0	0
	M	1	0	0	0	1	0	0	0
	T	3	0	0	0	2	1	0	0
TOTAL (inc GS)	F	235	22	40	56	42	30	21	24
	M	276	18	57	46	63	42	25	25
	T	511	40	97	102	105	72	46	49

OCR Level 2 National Certificate in Travel & Tourism
 Of 9 students completing the course, 3 completed with a Distinction, 4 completed with a Merit, 2 completed with a Pass

Appendix IV - Examination Results
Year 11 GCSE results - June 2011

	Entries	A*	A	B	C	D	E	F	G	U	N/A
Art	F	49	5	14	19	9	0	0	0	0	2
	M	23	5	3	5	8	2	0	0	0	0
	T	72	10	17	24	17	2	0	0	0	2
Art (short)	F	6	1	2	2	1	0	0	0	0	0
	M	6	0	0	3	1	2	0	0	0	0
	T	12	1	2	5	2	2	0	0	0	0
Catering	F	30	5	8	12	3	1	1	0	0	0
	M	43	5	11	13	8	5	0	0	1	0
	T	73	10	19	25	11	6	1	0	1	0
Design Technology	F	5	0	1	1	3	0	0	0	0	0
	M	25	2	7	2	8	3	1	0	1	1
	T	30	2	8	3	11	3	1	0	1	1
Drama	F	13	1	3	5	3	1	0	0	0	0
	M	16	0	5	8	1	1	0	1	0	0
	T	29	1	8	13	4	2	0	1	0	0
English Language	F	100	11	12	34	23	16	2	2	0	0
	M	118	22	31	26	0	28	8	3	0	0
	T	240	33	43	60	45	44	10	5	0	0
English Literature	F	98	7	38	35	6	3	5	3	0	1
	M	139	10	41	52	13	8	3	7	2	3
	T	237	17	79	87	19	11	8	10	2	4
French	F	62	7	11	9	19	10	4	2	0	0
	M	74	7	10	13	21	10	10	1	1	1
	T	136	14	21	22	40	20	14	3	1	1
Geography	F	29	6	6	13	1	1	1	0	0	0
	M	42	7	13	11	6	2	1	1	0	1
	T	71	13	19	24	7	3	2	2	0	1
Geography (short)	F	8	1	3	1	2	1	0	0	0	0
	M	14	0	1	3	1	2	3	1	2	0
	T	22	1	4	4	3	3	3	1	2	0
German	F	26	1	4	5	6	7	3	0	0	0
	M	49	4	6	2	14	9	7	5	1	1
	T	75	5	10	7	20	16	10	5	1	1
Graphics	F	14	0	4	5	5	0	0	0	0	0
	M	9	0	0	2	3	2	2	0	0	0
	T	23	0	4	7	8	2	2	0	0	0
HE - Child Development	F	19	1	5	3	6	2	1	0	1	0
	M	0	0	0	0	0	0	0	0	0	0
	T	19	1	5	3	6	2	1	0	1	0
History	F	61	5	12	16	13	8	2	3	2	0
	M	84	9	19	17	13	11	8	3	2	2
	T	145	14	31	33	26	19	10	6	4	2
History (short)	F	4	0	1	1	1	1	0	0	0	0
	M	8	0	1	1	1	0	2	2	0	1
	T	12	0	2	2	2	1	2	2	0	1
Information Technology	F	8	1	3	2	0	2	0	0	0	0
	M	30	6	6	6	3	2	5	1	1	0
	T	38	7	9	8	3	4	5	1	1	0
Info Technology (short)	F	4	0	0	2	2	0	0	0	0	0
	M	16	0	0	7	6	2	1	0	0	0
	T	20	0	0	9	8	2	1	0	0	0
Italian	F	2	1	0	0	1	0	0	0	0	0
	M	3	2	0	0	1	0	0	0	0	0
	T	5	3	0	0	2	0	0	0	0	0
Mathematics	F	100	14	5	26	28	13	9	3	1	0
	M	140	26	22	29	35	8	12	5	3	0
	T	240	40	27	55	63	21	21	8	4	0
Music	F	6	1	2	0	1	1	1	0	0	0
	M	20	0	9	7	3	0	0	1	0	0
	T	26	1	11	7	4	1	1	1	0	0
Physical Education	F	4	0	0	2	1	1	0	0	0	0
	M	43	7	5	7	8	9	7	0	0	0
	T	47	7	5	9	9	10	7	0	0	0
Product Design	F	5	0	2	0	0	1	1	0	1	0
	M	12	0	0	3	5	2	2	0	0	0
	T	17	0	2	3	5	3	3	0	1	0
Religious Studies	F	25	3	7	7	6	0	1	0	0	1
	M	33	6	10	8	7	1	0	0	1	0
	T	58	9	17	15	13	1	1	0	1	1
Religious Studies (short)	F	2	0	0	1	1	0	0	0	0	0
	M	12	2	2	4	2	1	0	0	0	1
	T	14	2	2	5	3	1	0	0	0	1
Science (taken in year 10)	F	97	8	15	25	23	13	7	6	0	0
	M	139	16	34	33	25	17	9	3	2	0
	T	236	24	49	58	48	30	16	9	2	0
Additional Science	F	96	15	13	22	23	16	2	3	2	0
	M	138	26	27	28	26	16	7	5	3	0
	T	234	41	40	50	49	32	9	8	5	0
Spanish	F	4	2	1	1	0	0	0	0	0	0
	M	5	3	0	1	0	1	0	0	0	0
	T	9	5	1	2	0	1	0	0	0	0
TOTAL	F	865	95	169	245.5	183.5	97	40	23	7	2
	M	1213	164	261	282	213.5	140.5	85	37.5	19	10
	T	2100	259	430	527.5	419	237.5	125	60.5	26	12

Edexcel Level 2 BTEC First Certificate in Performing Arts (Dance)

Of 13 students completing the course, 7 completed with a Distinction, 1 completed with a Merit, 5 completed with a Pass

Appendix V - Official and Administrative Arrangements

Complaints

Most difficulties can be resolved without discord providing they are identified early, kept in proportion and approached in such a way as to achieve a solution which is in the best interests of all concerned. Local arrangements for consideration of complaints concerning the school curriculum and related matters include:

provision of the National Curriculum, religious education, courses leading to approved external qualifications, provision of information, policy on charging, decisions on withdrawing pupils from all or part of the National Curriculum.

A special form (COMP/1) for concerns about delivery of the National Curriculum is available from the school office. Initially complaints will be considered by the School Governors although issues can be referred to the County Education Officer and a panel of selected members at a later stage. If a complainant remains dissatisfied the Secretary of State has powers to intervene after the matter has been through local procedures.

Access to Information

The Education Reform Act 1988 requires schools to make available on request certain documents related to the activities of the School. These include:

- curriculum policy statements
- syllabuses and schemes of work currently in use
- the School's charging and remissions policy
- the LA's agreed RE syllabus
- the LA's Curriculum Statement
- DFE orders and circulars relating to the curriculum
- Ofsted reports relating to the school

Requests to view any of these documents should be made to the PA to Senior Team. The Headteacher will make arrangements for this to be done within reasonable time of the request being made. Other documents are available including Key Stage 3 Guide, Upper School Handbook and Sixth Form Prospectus.

Please note, the content of this document relates to school year commencing 6th September 2011. The information was believed correct as at 6th September 2011, subject to errors and omissions. It should not be assumed that there will be no change affecting the arrangements described in this document before the start of, or during, the school year in question, or in relation to subsequent school years. The examination results are provisional and subject to the approval of the Director for Schools.