



# KENDRICK SCHOOL

London Road, Reading, Berkshire, RG1 5BN  
[www.kendrick.reading.sch.uk](http://www.kendrick.reading.sch.uk)

# PROSPECTUS

## HEADTEACHER

Ms Christine Kattirtzi BA Hons

## CHAIR OF TRUSTEES

Mr Charles Ramsden

## Clerk to the Trustees

Mrs Lisa Hillan

Memorandum and Articles of Association Company Number 07494754

***Lead • Inspire • Make a Difference***

# CONTENT

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[About Kendrick School](#)

[Contact Details](#)

[Aims of the School](#)

[Entry Procedure](#)

[Safeguarding Principles](#)

[The Curriculum](#)

[Pastoral Care](#)

[Public Examinations](#)

[Term Dates](#)

[Times of the School Day](#)

[Student Life and Personal Development](#)

[General Information](#)

# ABOUT KENDRICK SCHOOL

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Kendrick School is an 11-18 selective girls' school with academy status. It has a local and national reputation as an outstanding school and has an impressive record of achievement as a centre of excellence for girls' education.

In its last five OFSTED inspections, Kendrick was judged an “*outstanding*” school. In our most recent inspection in November 2022, OFSTED stated “Pupils and sixth formers are justly proud of their school community. They delight in their learning and truly excel here. One parent spoke for many when reflecting, ‘The school does a great job of creating well-rounded, kind, human beings who will hopefully go on to make the world a better place. The academic results are important of course, but far from the only focus.’ Inspectors totally agree.”



Kendrick is a forward-looking school that grasps the opportunities that present themselves. A love of learning is at the heart of Kendrick with a strong emphasis on high quality teaching. The curriculum is organised to meet the needs of all students and is engaging, rich and ambitious. All staff are hardworking and dedicated; students are bright, enthusiastic and curious, they love being at their school.

At Kendrick, students enjoy a rich and varied extracurricular education. The House System provides opportunities for healthy competition with numerous annual house events, which are key activities in the school year. Kendrick Student Leaders work energetically and collaboratively with staff to support this vital community element of the school. In addition, we have a School Council, which discusses and drives change for students.

Safeguarding and students' mental health and wellbeing are prioritised above all else. As stated by [Ofsted in November 2022](#), ‘The arrangements for Safeguarding are effective at Kendrick’ and ‘there is a culture of vigilance’ where ‘staff care deeply about pupils’ wellbeing’.

As part of Kendrick's Widening Horizons strategic initiative, we actively pursue partnerships with schools and businesses in our local area and beyond. These associations benefit the students of Kendrick, as well as those in neighbouring schools. We share our good practice and offer opportunities to work with primary and secondary schools in the Reading area.

Kendrick has been expanding over the last four years, a process that started in September 2020 when an additional 32 students joined the school in Year 7. This year we welcomed the last of the expanded cohorts into Year 7, which completes the expansion, making Kendrick a four-form entry school for Years 7-11. In the admission process, priority is given to pupil premium students and students living in the Reading area, which is called Priority Area 1. Our [Widening Horizons](#) initiative commits us to achieving greater participation and access for students from local primary schools. In July 2024, we were awarded the Sutton Trust Fair School Admissions Award at Gold level. This is a great accolade for the school which we are very proud of.

As the Headteacher of Kendrick, it is my vision to *lead, inspire and make a difference to the lives of girls and young women*. I believe passionately in girls' education and know that Kendrick School affords its students the very best education there is.

**Ms Christine Kattirtzi**  
**Headteacher**

## CONTACT DETAILS

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School Telephone: 0118 9015859

General Enquiries: [admin@kendrick.reading.sch.uk](mailto:admin@kendrick.reading.sch.uk)

Admission Enquiries: [admissions@kendrick.reading.sch.uk](mailto:admissions@kendrick.reading.sch.uk)

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Facebook: @KendrickSchool

Twitter: @KendrickSchool

## AIMS OF THE SCHOOL

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Kendrick School aims to provide an excellent education for all its students in a safe and healthy environment where students and staff can share a love of learning and enjoy satisfaction in their achievements. The school wants to promote confidence in its students. The traditional strengths and values are combined with a determination to embrace new challenges, to promote flexible and lifelong learning and to prepare the members of the school's community for the future. The school is committed to valuing all subjects and areas of the curriculum.

### The aims will be achieved by:

- Creating an ethos where spiritual life and moral values underpin what to do.
- Working collaboratively within the school: with parents and trustees, with partner schools and in the wider community. The school will learn from others and also offer its own expertise where it can.
- Promoting a culture in which everyone, irrespective of age or experience, is recognised as having potential for learning, where challenge and innovation are welcomed and where staff and students are encouraged to become members of a learning society. Members of staff are encouraged to be reflective and innovative practitioners. Staff and students engage in regular self-review through procedures which are embedded into the life of the school.
- Creating an environment which promotes personalised learning and lifelong skills by maintaining focus on the individual student's needs, both academic and pastoral.
- Promoting excellence and also breadth in educational experiences. The school wants its students to fulfil their potential across a range of achievements: academic, social, creative and personal.
- Promoting inclusion for all students and staff and finding ways to listen and respond to the 'student voice'.
- Sustaining commitment to promote active citizenship, respect for others and a willingness to become involved in society.
- Fostering work-related learning and links with business and industry.
- Using technology creatively to help and inspire learning.

## ENTRY PROCEDURE

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### ENTRY TO YEAR 7

Please refer to the [admission pages on our website](#) for information on entry into Year 7.

### ADMISSION AT ALL OTHER AGES

In Year Admissions can occur when a student on roll leaves the school and creates a vacancy. A vacancy is created when the number of students on roll for a particular year group falls below the admission number.

Where the number on roll for a particular year group exceeds the admissions number due to an appeal, leaving students will not be replaced until the number on roll for that year group falls below the admissions number.

The In Year Admissions process is normally triggered when the above conditions are met in Year 9, Year 8 and Year 7 (after December 31<sup>st</sup>). For Year 7 vacancies, the initial waiting list arising from the admissions test is used until December 31<sup>st</sup>.

Please refer to the [Non Routine Admissions](#) information on our website for more information.

## **SAFEGUARDING PRINCIPLES**

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Section 175 of the Education Act 2002 gives schools a statutory duty to promote and safeguard the welfare of children. Kendrick School recognises its legal duty to protect children from harm, and respond to child abuse. All staff have a duty of care both collectively and individually.

At Kendrick we believe that every student has, at all times and in all situations, a right to feel safe and protected from any situation or practice that results in a student being physically or psychologically damaged.

We agree that we have a primary responsibility for the care, welfare and safety of the students in our charge. All staff will at all times act proactively in student welfare matters, especially where there is a possibility that a student may be at risk of significant harm.

Kendrick School seeks to adopt an open and accepting attitude towards students as part of their responsibility for pastoral care. The school hopes that parents/carers and students will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.

Students' worries and fears will be taken seriously if they seek help from a member of staff. However, staff cannot guarantee confidentiality if concerns are such that referral must be made to the appropriate agencies in order to safeguard the student's welfare.

At Kendrick School, if or when staff have suspicions about a student's physical, sexual or emotional wellbeing or that they are being neglected, we will take action.

As a consequence, we:

- Assert and accept that all staff are an integral part of the student safeguarding process
- Accept totally that safeguarding students is an appropriate responsibility for all staff and the governing body and wholly compatible with pedagogic responsibilities
- Recognise that safeguarding children in this school is a responsibility for all staff including volunteers and the governing body
- Will ensure that all staff in the school are aware of the possibility that a student is at risk of suffering harm, and know how to report concerns or suspicions
- Will designate a senior member of staff, the Headteacher, who is responsible for coordinating action within the school and liaising with other agencies
- Will ensure the Headteacher, Designated Safeguarding Officer and Deputies receives appropriate training
- Will safeguard the welfare of children whilst in the school and on agreed educational trips and take positive measures to address bullying
- Will share our concerns with others who need to know and assist in any referral process
- Will ensure through training that if any one believes that a student may be suffering or is at risk of suffering significant harm that they will refer such concerns to the DMS
- Will ensure that all staff are aware of the Child Protection procedures and act on any guidance or advice given by them

- Will take all required and appropriate steps to ensure that staff recruited as paid employees or volunteers are suitable to work with children

Our [Safeguarding Policy](#) and further [Safeguarding information](#) is available to read in full on our website.

## THE CURRICULUM

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The [curriculum](#) is framed with the intention of producing well-balanced students prepared for the responsibilities and opportunities that arise throughout life and to prepare students for the challenges of the 21<sup>st</sup> century. It extends knowledge, experience and imagination in ways which develop critical and analytical capability, awareness of moral values and capacity for enjoyment.

The students' spiritual, moral and ethical development is addressed through the formal curriculum in a number of subjects including religious education lessons. It also occurs informally through assemblies, numerous extra-curricular activities, and residential experiences and in other intangible ways which permeate the ethos of the school.

Kendrick has a comprehensive and well established [PSHCE and Citizenship](#) programme which is delivered to all students by their tutors as part of the tutor/PSHCE programme. It is also delivered by specialists as a discrete subject in Years 10 and 11. Students will be prepared for their roles as citizens and follow recommended schemes of work for citizenship. All students receive careers advice and have the benefit of taking part in a well-integrated work experience programme as part of our work related and enterprise curriculum.

Every student has access to wide ranging curriculum including Religious Studies, Citizenship and PSHCE. Kendrick is a grammar school and continues to offer a wide variety of subjects; in particular English Literature, a second modern foreign language, Latin and Religious Studies to public examination standard.

### COURSES OF STUDY FOR THE ACADEMIC YEAR 2023/24

Year 7: English, Mathematics, Science, a Modern Language (French or German), History, Geography, Religious Studies, Music, Art, Computing, design and Technology, Physical Education, Drama, PSHCE and Citizenship.

Year 8: The above curriculum is continued and additional courses are begun in a second Modern Language and Latin.

Year 9: The above curriculum continues and a course is begun in Careers Education. Science lessons are organised as the discrete subjects, Biology, Chemistry and Physics.

NB Design & Technology incorporates Textiles Technology, Food Technology and Product Design (which has elements of Graphics, Resistant Materials and Electronics).

Physical Education includes a wide range of activities: gymnastics, modern dance, swimming, athletics, netball, hockey, tennis and rounders.

Year 10 and 11 students study English (Language and Literature), Mathematics, Science (Biology, Chemistry and Physics), a Modern Language (French or German), and a Humanity (Geography, History or Religious Studies). They may choose additional subjects from Art and Design, Art and Design: Textile Design, Business, Computer Science, Drama, Fashion and Textiles, Food Preparation and Nutrition, Latin, Music and Physical Education.

### SPORTS PROVISION

In Key Stage 3 all students follow courses in netball, tennis, rounders, athletics, swimming, gymnastics, dance, badminton and volleyball. In Key Stage 4 netball, tennis, swimming, badminton, volleyball, gymnastics, athletics and dance are offered. In the Sixth Form, options include trampolining, tennis, swimming, squash, volleyball, badminton and use of the Fitness Room.

In Key Stage 3, students have four one-hour lessons of Physical Education per cycle (five lessons in Year 7). In Key Stage 4 students have three lessons per cycle.

After school activities include hockey, netball, lacrosse, swimming, tennis, rounders, athletics and dance, and representative teams in all age groups regularly participate in matches and tournaments with local schools.

## FACILITIES

On-site facilities are sports hall, gymnasium, hall, swimming pool (indoor, heated), netball/tennis courts and a grass area. Off-site facilities are used at Reading University Whiteknights campus and Palmer Park Stadium. The sports hall, swimming pool and the courts are available for hire by community organisations.

All members of the PE department hold formal, specialist teaching qualifications and individuals hold specific governing body qualifications for swimming, trampolining, and fitness training. Specialist coaches come into school to take groups for some activities (curricular and extra-curricular).

The department has strong links with local clubs and welcomes the opportunity to publicise local sporting activities.

## PASTORAL CARE

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There is a strong and well organised pastoral structure in the school based upon an effective infrastructure and a good communications system. The system of pastoral care begins with the induction process led by the Head of Key Stage 3 and the two Assistant Heads of Key Stage 3 and the Year 7 tutors.

The role of the tutor is of the utmost importance and is the first point of contact over any issue (for parents and for staff). Our intention at Kendrick is that there is a close and caring relationship between the student and her tutor which will support the student during her life at Kendrick.

Regular tutor meetings, documentation of all information, formal and informal discussions, regular one-to-one student profiling, reports and tutor involvement in their form's PSHCE programme all go to create the conditions which enable this relationship to flourish. The Head of Key Stage oversees the whole process and is the next point of contact after the tutor.

We also understand and value the contribution that parents and carers give to this relationship and we wish to work in partnership and in cooperation with parents and carers so that students feel supported and valued in their school life.

## SCHOOL AGREEMENTS

To confirm this three-way relationship, all parents /carers are asked to read and agree to the current school compact which outlines the mutual expectations we have of the partnership between the students, parents and staff. This can be accessed via this [link](#).

## STUDENT SUPPORT

As well as the support and guidance provided by the tutor, Year Head and parents there are a number of outside agencies that we liaise with to support the pastoral work in school. These include:

- **Student Welfare Team:** The Student Welfare Team are based in the General Office and Sixth Form Office and available to help students with any emotional issues they are experiencing or with well-being support.
- **School Nurse:** The school has available the services of a school nurse. She is a regular visitor of the school and is involved and participates in aspects of the PSHCE programme. Appointments to see the nurse can be made via the school office for those who wish to discuss matters of a private and confidential nature.
- **No. 5:** Three Counsellors from the No. 5 Youth Counselling Service are available. Students are able to access this service by referral from their form tutor or Head of Key Stage.

- **Educational Psychologist:** Referral to the Educational Psychologist may be considered useful and is generally initiated by the Head of Key Stage.
- **Educational Welfare Officer:** The EWO will be contacted when there are issues relating to attendance.

There are other specialist adolescent agencies that are also available depending on the circumstances and need of individual students.

## MENTAL HEALTH AND WELLBEING

At Kendrick School we are committed to promoting positive mental health and emotional wellbeing to all students, their families and members of staff and trustess (our school community). Our ethos and culture allow students' voices to be heard, and using effective policies and procedures, we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.

Our Mental Health and Wellbeing Policy aims are to:

- Promote positive mental health and emotional wellbeing to our school community.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in students.
- Enable staff to understand how and when to access support when working with young people with mental health issues. Provide the right support to students with mental health issues and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst students and raise awareness of resilience-building techniques.
- Raise awareness amongst staff and gain recognition from SLT that staff may have mental health issues, and that they are supported in relation to looking after their wellbeing; instilling a culture of staff and student welfare where everyone is aware of signs and symptoms with effective signposting, underpinned by behaviour and welfare around school.

To read the Mental Health and Wellbeing Policy in full, please click [here](#). The student wellbeing page on the website can be accessed [here](#).

## RELATIONSHIPS & SEX EDUCATION

Relationships and Sex Education is part of both the Science and PSHCE Education National Curricula. There is a Relationships and Sex Education policy drawn up by the PSHCE Coordinator in accordance with the latest official guidelines as well as a Confidentiality policy. Organisms, Behaviour and Health form part of Key Stage 3 Science. Relationships and Sex Education in the PSHCE programme seeks to develop self-esteem, confidence and responsibility within the individual in order to enable them to make informed and considered decisions about themselves and their relationships with others. All PSHCE lessons give opportunities to explore, clarify and if necessary, challenge their own and others' values, attitudes, rights and responsibilities, giving the students skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives. Health professionals, including the school nurse, are invited to add their expertise, and the school nurse can be available to speak to students on an individual basis. The resources we use are available for parents to see on request.

In accordance with government guidelines parents have the right (at present) to withdraw their children from the PSHCE parts of Relationships and Sex Education, but not from the statutory Science National Curriculum. Parents wishing to withdraw their child from Relationships and Sex Education must inform the Headteacher in writing.

## INCLUSION

Within the context of a selective school an appropriate policy and procedure have been devised to meet the legal requirements for special educational needs taking into account the Code of Practice and SEND legislation.

Staff recognise the need to support students of all abilities and needs within the school. Support is provided mainly by sensitive teacher intervention, but sometimes by the formation of small sets of students. All departments review their range of teaching strategies to ensure that they meet the needs of all students. They are careful to provide

challenging, but appropriate, work to enable students to succeed with confidence. Form tutors and Heads of Year track achievement in relation to standards on entry and identify promptly students who appear to be underachieving. Additional support is given to these students and parents are consulted where appropriate.

There are a small number of students with physical or emotional needs; staff are made aware of specific problems and amend their teaching programme accordingly. The school's [Special Educational Needs and Disability Policy](#), as well as the SEND information report is available on our school website.

**ACCESS ARRANGEMENTS:** Under certain circumstances a student may be entitled to special arrangements for public examinations. These could include additional time, rest periods, enlarged papers or the use of a scribe or word processor. These arrangements would be based on the special educational needs of an individual student. Parents are requested to contact the school at the earliest opportunity to ensure appropriate arrangements are made both in curriculum provision and in public examinations.

There is a governor designated to be responsible for the overview of Inclusion. There is a member of staff and Governor responsible for inclusion.

Every endeavour has been made to make the school buildings, curriculum, practices and procedures as accessible as possible. Further details can be obtained from the school office

## **ATTENDANCE**

Attendance at Kendrick is excellent. The school encourages full attendance at all times. In line with government and Local Authority (LA) expectations, absence for reasons other than illness is strongly discouraged. The school works very closely with the LA Educational Welfare Officer (EWO) to monitor and promote good attendance.

All requests for absence must be made in writing to the Headteacher, Ms Kattirtzi.

All term time holidays are strongly discouraged and are not authorised.

## **BEHAVIOUR**

Behaviour at Kendrick is excellent. [The Relationships and Behaviour Policy](#) is regularly reviewed and students are involved in the review. Behaviour and relationships between staff and students are based on mutual respect and a shared purpose. Staff and students are encouraged to be courteous and considerate in all their dealings with each other. At the start of a new academic year or term all staff are asked to discuss ground rules with their classes so that these principles are established at the outset. Good behaviour encourages positive learning and at Kendrick this is a strongly valued belief.

Where there is misbehaviour including bullying, sanctions are applied according to the Behaviour Policy. These sanctions include detentions, which are given rarely, for inadequate work, lateness or bad behaviour. Staff will give parents twenty-four hours' notice in writing. Details of the school's disciplinary procedures and sanctions are contained within the Student Behaviour Policy which can be.

## **STUDENT ENTITLEMENT TO CAREERS EDUCATION AND GUIDANCE ([CIEAG](#)) AND WORK RELATED LEARNING**

Kendrick School recognises the important part that Work Related Learning (WRL) plays in the successful development and progress of its students. The delivery of an effective CIEAG programme is a core part of the school's drive to raise standards of achievement for all students and ensure that students achieve their full potential. We also subscribe to Unifrog which connects students to courses and apprenticeships and enables the school to track their progress.

Careers provision has a high profile at Kendrick. The school has careers reference materials in the school library, and a member of staff responsible for the co-ordination of Work Related Learning (WRL). The school has an excellent relationship with The Central Berkshire Education Business Partnership.

The CIEAG and WRL page on our website can be accessed [here](#).

## **MONITORING AND REPORTING**

Reports to parents are sent out twice a year. In the autumn (Term 2) following a profiling interview with the students' tutor, an interim report is emailed home, highlighting attitudes to learning and learning skills in the first term. In the summer (Term 6) following end of year examinations, a full report is sent out. Each student discusses their overall progress with their tutor and sets some agreed targets for the coming year. During Terms 2-4, Parents' Consultation Afternoons take place for all year groups. These are online.

## **HOMEWORK AND HOMEWORK DIARIES**

Homework is regularly given to all students. The amount of time to be devoted to homework increases as students' progress upwards through the school. Homework diaries are provided to record homework given and help students to organise themselves and meet deadlines. They also contain valuable and useful information. Parents and tutors will be expected to look at and sign these regularly as diaries may also be used as a means of communicating information.

## **WITHDRAWAL OF STUDENTS FROM RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP**

According to the Education Acts of 1944 and 1988, parents have the right to withdraw their children from religious education lessons and collective worship on religious grounds. Religious education at Kendrick is an academic subject taught throughout the school and known as Religious Studies. As the law demands, the syllabus contains material 'mainly or broadly of a Christian character' but other religious traditions are studied. The nature of Religious Studies at Kendrick means that there is no real necessity to withdraw students from these lessons. Parents have the right to withdraw their child from collective worship which will also be of a broadly Christian nature although elements of different faiths are also reflected. Parents wishing to withdraw their child must inform the Headteacher.

## **PUBLIC EXAMINATIONS**

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At present the school uses the following examination boards for GCSE, AS and A2 examinations: AQA, EDEXCEL, OCR and Educas.

Kendrick is a centre for the Associated Board examinations in music and students will be expected to take their examinations in school. They may either be entered by the school or their music teachers can enter them, requesting that they take the examination at Kendrick. Further details are available from the Music Department

Please click [here](#) for the latest Kendrick School A Level and GCSE exam results and student destinations.

## **TERM DATES**

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Please click [here](#) for our latest term dates.

## **TIMES OF THE SCHOOL DAY**

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Please click [here](#) for the times of the school day.

## **SCHOOL OPENING TIMES**

The school opens at 8.00am when students can wait in the canteen where breakfast is available to buy or in the Library until their form rooms are opened and supervised; students will not be allowed on the school premises before 8.00am.

The [Library](#) at Kendrick School is open Monday Friday, 8am to 5pm. It aims to provide a supportive and welcoming environment for all members of the school community, in which to enjoy reading, research and study for both academic and extra-curricular purposes. There is space for individual private study and class or group lessons and it is open throughout the day and after school.

## **VISITING THE SCHOOL AND PARKING**

Parking is limited on the school site. For those who have appointments to visit the school, access is via East Street; visitors should use the intercom in front of the gates to contact Reception. All visitors **must** sign in and out at Reception. All other spaces are for staff. The school is unable to provide spaces for parents dropping off students and parents are asked to show due care in the vicinity. Please do not park or drop students off at the front of the school on London Road or in East Street where there are double yellow lines. This causes great inconvenience to those who live there and could result in clamping or fines. Please be aware that parking meters operate in the majority of the roads in the vicinity of the school. Please see the Visitor Safeguarding information [here](#).

## **STUDENT LIFE AND PERSONAL DEVELOPMENT**

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The Ofsted student personal development judgement is about how well the school supports the personal development of students beyond the curriculum and how well students are provided with opportunities to develop and discover their interests and talents. In addition, it includes how far as a school we develop students' character, resilience, confidence and independence, as well as help them keep mentally and physically healthy. This area of work also extends to preparing young people for adult life in modern Britain, encouraging them to make a positive contribution as citizens in society, appreciating the diversity within British society, as well as understanding the essential British values as articulated by government.

Kendrick School do a huge amount of work in this area, much of it planned and coordinated through our PSHCE lessons, House System, numerous clubs and societies, charity work, Enterprise Days, visiting speakers, assemblies etc. in addition, a lot happens through the values we espouse in our Kendrick Pledge and through our daily interactions and the relationships we endeavour to nurture in school. We are very proud of the aims of our school and the Kendrick Pledge which we feel are understood by all members of our community. The pledge, in particular, provides us with values and ideals that can help guide us in our behaviours and interactions with each other in our daily lives.

### **KENDRICK PLEDGE**

We, the students, staff and friends of Kendrick School, pledge to uphold the values of friendship, kindness and respect. We promise to stand against prejudice, ignorance and injustice in all its forms, promoting the values of equality, tolerance and justice for all.

### **SCHOOL UNIFORM**

The school welcomes parental support to encourage students to come to school dressed neatly and practically for a working day. A full uniform list can be found on our [website](#). The School Uniform Policy can be found [here](#).

### **EXTRA- CURRICULAR ACTIVITIES**

Kendrick offers a rich and varied programme of [extra-curricular activities](#). The school encourages all students to participate in at least one activity during the school year and many choose to involve themselves in several. There is also the opportunity to set up any activity that is currently not available if there is sufficient student interest and staff support. A programme of the extra-curricular activities will be made available to all tutor groups early in the autumn term. The main extra-curricular activities are PE and Music.

### **SCHOOL COUNCIL**

[Kendrick's School Council](#) is well established and active. Each form sends two elected representatives to the weekly meetings and reports back issues discussed. In recent years, the school council has made recommendations with regard to uniform, canteen practices, as well as, contributed to the decor and design of the internal furnishings in the Sixth Form Building and Faraday Laboratory.

## STUDENT LEADERSHIP TEAM (KSLT)

The Student Leadership Team is made up of three committees – Wellbeing Committee, Community Committee and Curriculum and Current Affairs Committee. The House Captains are also members of the Student Leadership Team. These students undertake specific roles working with younger students in the school organising and supporting inter year and inter house events in school. The KSLT has an important role in representing the school at both in school and out of school events. They are excellent Ambassadors for the school. Please click [here](#) for information on the current Student Leadership Team.

## HOUSE SYSTEM

The three [Houses](#) at Kendrick are: **Cedars, Palmer, and Sidmouth** named after the buildings and benefactors of the school and Reading.

There are an ever-increasing number of house events that take place over the year. These include: House Music, House Drama, House Sport, and House Quizzes. These events encourage students to integrate and work with other students from across the different year groups.

## REWARDS AND HOUSE POINTS

Students may be individually praised by staff and departments by being given a House Point. This may be for effort, enthusiasm, personal achievement, helpfulness, behaviour, attitude or organisation. In addition, some departments award their own certificates for achievement and progress. A Headteacher's Commendation Card and Red Token (worth five house points) is awarded by Ms Kattirtzi for exceptional achievements.

## ASSEMBLIES

Assemblies take place regularly at Kendrick. There are whole school, lower school, upper school, cohort and form assemblies that take place over the course of the term. Students are encouraged to participate in organising and delivering an assembly to their year group.

## SCHOOL MEALS

Hot and cold snacks and drinks are available in the [school dining room](#) during both breaks, and hot meals are served during second break. Food available includes plated meals, desserts, salads, sandwiches, cakes, pasta and jacket potatoes with various fillings. There is always a selection of fresh fruit available plus milk, fruit drinks and bottled water. If a student is entitled to a free school meal they can choose to have either hot or cold food to the current value of the free meal. If you think your child may be entitled to free school meals, please contact the school.

**Packed lunches:** A number of students bring packed lunches to school. As part of the Healthy School status students are encouraged to bring in healthy food snacks.

## A HEALTHY SCHOOL

Kendrick considers itself a healthy school and had Healthy School status for many years. The school promotes the key themes of a healthy school programme including: healthy eating, physical fitness, emotional health and wellbeing and PSHCE.

## CHARITY/THEMED WEEKS

All year groups select a theme and charity to support during a week in the school year. This activity supports inter form team work and cooperation and helps highlight an issue that the year group wishes to develop. Fund raising is a key feature of these planned activities.

## SPORTS DAY

Sports Day takes place at the end of Term 6 in July. The facilities at Palmer Park are used and the whole school walks to the Park for a day of competitive inter house events, as well as a few fun inter House and staff activities.

## SCHOOL RULES

The school has a set of school rules which are linked to the Student Relationships and Behaviour Policy. Students through their School Council representatives and staff regularly review both the policy and rules. School rules outline general conduct, behaviour, health and safety and are intended to keep all members of the school community safe and secure.

## GENERAL INFORMATION

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### COMMUNICATION

**School Gateway:** We communicate with parents/carers using School Gateway. The types of information you can expect to receive from the school by email are:

- The Weekly Update including a weekly letter from Ms Kattirtzi, Headteacher
- Reports
- Event reminders
- Subject specific news and events
- Specific Year group letters and information
- KPS events
- Diary information

For more information on School Gateway click [here](#).

It is important that families who do not have access to email are not excluded. Therefore we will always send paper copies to those who need them.

Texts are sent as part of the First Day Response system when a student is absent from school and we have not been previously informed.

**Website:** The school website is an important resource for the school and is used by whole school community. It is used to provide information and news to parents/carers and it is a valuable learning resource for students and staff.

### EDUCATIONAL VISITS

Kendrick School wholeheartedly supports Educational Visits which are funded by voluntary contributions and are considered to be a vital part of every student's education. A variety of Educational Visits are undertaken each year both at home and abroad and the safety of the students is always paramount.

For more information on Educational Visits please click [here](#).

### FINANCE

**Parental Financial Commitments during Year 7:** The school will provide students with all essential stationery such as a homework diary and exercise books. Full exercise books will be replaced free of charge, but if a student loses her exercise book or diary, she will be expected to purchase a replacement from the General Office.

Students will need to provide other stationery items, for example, pens, rough books, pencils, ruler, and eraser. Ink eradicator (for example, Tippex) and bottles of ink should **NOT** be brought to school.

The school will also provide each student with essential textbooks in all subjects; they will be expected to return the books in good condition at the end of the year. Lost or badly damaged books will be charged for.

Other items which students are expected to provide for themselves include Modern Language dictionary, Maths calculator, Art pencil and brush. For ease and consistency all students are encouraged to purchase the recommended educational resources.

Students will be expected to provide their own ingredients for Food Technology lessons and materials for Textiles. In addition a contribution towards the cost of consumable materials may be requested from all the Technology subjects during the course of the year.

There will be an opportunity to buy school equipment and education aids including magazines for Modern Languages and Maths, and hockey sticks for PE. We do not wish to disadvantage any student if there are any financial difficulties, and if this applies to you please contact the Headteacher in confidence. Subsidies may be arranged to enable students to participate in trips or visits which could not otherwise be afforded.

**Subscription to School Fund:** A school fund is maintained by an annual voluntary contribution from the parents of all students. Its purpose is to provide an additional source of funding for the provision of facilities and educational resources for the benefit of students. This may include school activities and other educational visits and all of the expenses of the school minibus. In recent years, School Fund monies have helped towards the financing of larger projects including refurbishment of the tennis courts, providing a private meeting area in the 6<sup>th</sup> form block, improving pool changing facilities and resealing the sports hall floor. Most recently School fund contributed to the refurbishment of the Chemistry Laboratories and the refurbishment of Palmer Library.

The amount we suggest for school fund is £250 per year. A Gift Aid Declaration Form is available in your daughter's folder for you to complete and return, indicating your preferred method of payment, the timing of your payment and the amount of your contribution. If you choose to donate by standing order, please complete the form and return the **whole form** to the school – we will pass it on to your bank when a copy has been taken for our records.

To maintain the confidentiality of your subscription, please return the school fund form and/or standing order to school **in a sealed envelope, marked "Kendrick School Fund"**, which can be posted into a box in the General Office in Sidmouth House on the first day of term or brought to the Information Evening.

Please note that the School Fund is not to be confused with the membership subscriptions of the Kendrick Parents' Society (please see the Kendrick Parents' Society information in your folder).

## **PARENTPAY**

ParentPay is Kendrick School's method of payment for trips, educational resources, printing services and canteen facilities. In the interest of student safety and administrative efficiency the school no longer accepts cash and cheques for these activities.

## **BIOMETRICS**

Kendrick School operates a cashless biometric catering service which has proved highly successful and beneficial. The biometric system is also used for photocopying services and student accounts must be credited via ParentPay before any printing or photocopying can take place. All students are expected to subscribe to the scheme.

Biometric identification at Kendrick School uses the finger and its image which is then translated to a unique identification code. The system does not create or store an image of the fingerprint and it can be regenerated from digital data.

## **HEALTH AND SAFETY**

The school takes its Health and Safety duties and responsibilities seriously and through meetings and committees, information and guidance is communicated to students. Students have an opportunity to be actively involved in Health and Safety matters by representing their year/section of the school at Health and Safety meetings which report to School Council. All contributions made by the students are taken seriously and considered.

More details are available in our [Health and Safety Policy](#) available on our website.

## **KENDRICK PARENTS' SOCIETY (KPS)**

Kendrick School has a Parents' Association, Kendrick Parents' Society. This is a committee of parents who exist not only to raise much-needed additional funds for the school, but also to provide opportunities for parents to meet each other and to socialise. Kendrick families often a distance apart and with students old enough to make their own way home, parents are not as likely to meet at the school gates. The KPS events are an opportunity for parents to get to know other parents.

The KPS page on our website can be accessed [here](#).