



Empowerment



Equality



Empathy



Excellence



Mission Statement

Norbury High School for Girls, part of The Manor Trust, is a unique, forward-thinking and diverse community dedicated to delivering our key values:

Empowerment – *As a single-sex school, we empower the women of the future and support our girls to realise their potential.*

Equality – *We celebrate the diversity within our community, and our students understand and embrace each other's differences.*

Empathy – *Our students learn to treat each other with respect and understanding, developing interpersonal skills of empathy and communication during their time at our school.*

Excellence – *Our students are given the tools and support they need to aim high, become independent learners and achieve their best.*

Norbury High provides its students with the support, knowledge and opportunities they deserve, to become empowered and empathetic individuals, who value equality and strive for excellence.

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Welcome to your school, the pathway to success



I am delighted to welcome you to Norbury High School for Girls.

Through this brochure and our website we will try to give you a flavour of the journey our students undertake with us from their arrival in year 7, their progression through Key Stages and into our successful sixth form and beyond as they take their next steps into further education, employment or training.

We want you to be reassured that we will provide the best possible education for your child and all of our students. Implicit in our continued success is the high level of engagement we expect and receive from you as a parent or carer.

We are proud of our reputation for providing a happy, caring and inclusive environment in which students learn and develop. We believe in ensuring all members of the school respect each other, take responsibility for their actions and forge strong relationships. We take strength

from our cultural diversity and pride in our cultural richness and this is reflected in our ever growing popularity in the local community.

At Norbury High, we have a forward looking curriculum that is appropriate to the needs of the 21st century and we prepare our students well to take their place in the local, national and global community.

We have high expectations of all of our students in all areas of their school life. We aim to offer all of our students academic excellence as well as a wealth of opportunities that will enrich their experience and better equip them for their future.

Mrs M Hayden
Headteacher

“Norbury High School for Girls is a diverse community where pupils are valued as individuals. Pupils enjoy school and feel safe. They are motivated by leaders’ high expectations of them.” / OFSTED 2022 /



Key Stage 3



Mia-Rose YEAR 7 STUDENT

I came to this School in September unsure of what to expect but after a few months I realised my potential and what I could achieve here. All of the subjects at this School are very interesting. My favourite thing about this year has been all the new exciting lessons we have been introduced to and coming in and learning new things daily.

This year has been amazing!

Curriculum

The aim of the curriculum at Norbury High is to develop students who are confident, motivated and resilient independent learners. We prepare students for the future by teaching them the value of knowledge and push every student to fulfil their academic potential.

We want our students to be creative and enterprising so they are equipped to deal with a rapidly changing world. We want them to embrace their places in local and global communities; to have strong communication and leadership skills; to be self-confident; and to lead healthy lives.

To achieve this, we focus on attitude, application of skills and attainment of knowledge.

Our year 7 programme has been constructed to reduce the amount of movement around the school and the number of teachers who will teach each child in humanities. Additionally, all year 7 form tutors will teach their own form group PSHE (personal, social, health and economic education course) to allow more time to get to know each other.

The following subjects make up the Key Stage 3 curriculum:

English
Mathematics
Science
Art
Citizenship
Computer Science
Design & Technology
Drama
French & Spanish
Geography
History
Humanities (Year 7 only)
ICT
Music
Philosophy for Children (Year 7 only)
Physical Education
Personal, Social & Health Education
Religious Studies

We understand the importance of a smooth and supportive transition from primary to secondary school and we place great value on ensuring all students joining our school community feel happy and safe, and that this exciting milestone in their educational journey sets them on the right course to fulfil and exceed their potential.

Key Stage 3 is a crucial period in your daughter's education. Not only does it lay the foundations in their preparation for Key Stage 4, it allows students to develop into curious, resilient and proactive members of both the school and local communities. Norbury High has an absolute commitment to ensuring your child becomes an active and conscientious member of society.

As a school we understand the value of enriching the curriculum, and when your daughter joins us she will experience a thriving programme of deep learning days, after-school activities and clubs, as well as a range of trips and visits.

“Pupils are articulate, and their confidence shines through. They achieve well and take pride in their work. They behave respectfully and are keen to learn.” / OFSTED 2022 /



Key Stage 4



Victoria YEAR 11 STUDENT

The school offers a wide range of clubs to join depending on what you enjoy, there is always something for everyone. The school hosts many events for every subject such as the art show where students GCSE art was presented and they had a Textiles GCSE garments fashion show I participated in and really enjoyed it!



“Before the national lockdowns, leaders were proactive in developing remote learning. This has been used extensively to support learning and personal development during the period of COVID-19. Pupils found this very helpful.” / OFSTED 2022 /

Curriculum

At Key Stage 4, students can take a range of subjects and qualifications. They are encouraged to maintain a broad and balanced curriculum to ensure that they have a sound base for further study when they join our sixth form.

The following subjects make up the Key Stage 4 curriculum offer:

Core subjects

English Language
English Literature
Geography
History
Mathematics
Science
Physical Education

Options subjects

Art
Business Studies
Citizenship Studies
Computer Science
Drama
Economics
Enterprise Technical Award (BTEC)
French (MFL)
Further Mathematics
Health & Social Care (BTEC)
Information Technologies (Vocational)
Hospitality
Media Studies

Music Performance
Physical Education
Product Design
Psychology
Religious Studies
Sociology
Spanish (MFL)
Textiles
Key Skills
Community languages

Compulsory but not examined

Physical Education
PSHE and work experience
Worldview

All students follow a very detailed PSHE course. This is designed to help them make the most of opportunities in and out of school. We are very fortunate to have an excellent team of outside speakers who enrich this programme.

There is also an opportunity for students to follow a community language and study it to GCSE level.

Careers and work related learning

Our aim is to provide all students with the knowledge, skills and aptitudes they will need in order to be able to operate successfully in further or higher education and their future careers.

As a school we raise the aspirations of all students and to this end, the opportunity to attend careers seminars, meet local business people and visit schools and universities will be available to all students as a key part of the careers and work related learning curriculum.

Careers Education, Information, Advice and Guidance (CEIAG) is taught in all years in accordance with national requirements. It is delivered through specific modules which form part of the PSHE programme. We have a Careers Advisor available to support students of all ages as they begin to explore their future education and career pathways. We are committed to providing a careers programme that meets the Gatsby Benchmarks.

All students in year 10 will take part in a 2 week period of Work Experience and year 12 students will undertake a week of work shadowing. This is organised and co-ordinated by the school's own Work Experience Co-ordinator to ensure that all students are carefully matched to an appropriate placement in a work environment and that their individual needs are met. We have excellent placements for our students in local industry, business and commerce.

Development

“Pupils are encouraged to become creative, enterprising citizens. They greatly value opportunities to take part in the ‘NM Jets’ cheerleading programme and the acclaimed choirs.” / OFSTED 2022 /

Extra Curricular Activities

Life at Norbury is always busy and all students are encouraged to participate in the wide variety of clubs and societies which operate outside of lessons. These include:

Accelerated Reader Club
 Anime Club
 Art
 Badminton
 Basketball
 Cheerleading
 Choir
 Cricket
 Dance
 Drama
 Duke of Edinburgh Award
 English Clubs
 Football
 Handball
 History Club
 International Film Club
 Medical Society
 MFL Club
 Maui Thai
 Netball
 Rounders
 STEM
 Student Executive Team
 Table Tennis
 Tennis
 Trampoline
 Young Interpreters Club

School visits and trips

One of the most important ways of building confidence and enriching an individual’s learning is for students to have experience of a variety of visits and trips. Every opportunity is taken to ensure that all students are able to participate in these educational experiences. Visits include trips to theatres, art galleries and places of historical or geographical interest as well as sporting events. Students have the opportunity to experience day visits to enhance the curriculum and take part in longer residential trips abroad to destinations such as Barcelona, Belgium and Berlin.

Individual music and singing lessons

There are opportunities for all students to study a musical instrument and we are fortunate to have an excellent team of peripatetic instrumentalists available. We also have a very experienced singing coach.

Community activities

Community activities are considered important to ensure the students develop a sense of citizenship. Such activities may include:

- › Charity work and fundraising
- › Giving special concerts and recitals
- › Distributing harvest parcels
- › Environmental improvements
- › Visiting the elderly
- › Working with young people



Sixth Form

Moomal SIXTH FORM STUDENT

The sixth form at Norbury High provides me with many opportunities – I am able to go on trips to prepare me for university, learn about work experience programmes, and become a member of the Head Team, enabling me to develop my confidence and leadership skills.

The huge variety of clubs and societies means there's something for everyone. During my free lessons, I have the benefit of using the study area and the common room to revise and take breaks. Teachers are very good at informing me about my strengths and weaknesses in subjects, and this really helps with improving my academic performance.

Curriculum

Our sixth form is well established and flourishing, offering a modern and relevant curriculum. We offer a wide range of Level 3 (both A Level and BTEC courses) for students of all abilities and further new courses will be introduced as the sixth form continues to grow.

We also offer a 1 year post-16 pathway for some students to allow them to consolidate their Level 2 learning before moving to an appropriate Level 3 pathway at school or possibly taking up an apprenticeship.

Any post-16 student without a grade 4 or above in Maths and English will be required to attend retake classes in these subjects.

The following subjects are offered:

Computing & Life Science Faculty

Business Studies
Economics
Health & Social Care
Psychology
Sociology

English & Media Faculty

English Literature
Media Studies

Humanities Faculty

Criminology
Extended Project Qualification
Geography
Government & Politics
History
RS: Philosophy & Ethics
Law

Mathematics Faculty

Mathematics

MFL & Expression Faculty

Music Performance
Performing Arts – Acting
Sports & Exercise

Science Faculty

Applied Science
Biology
Chemistry
Forensic Science

Technology Faculty

Fine Art
Graphic Art
Textiles

Subjects will be arranged into option blocks based on student preferences in order to satisfy the needs of the majority of students. Students should complete their online application form indicating their subject preferences and reserve choices.

Enrichment

Sixth form students have access to a wide variety of enrichment activities. All year 12 students will take part in a team-building day to build a sense of co-operation. Students will also have opportunities to visit the Houses of Parliament, universities and businesses as well as being able to take part in subject specific visits. Enrichment courses are available that foster a spirit of social enterprise and an awareness of the business world. Numerous clubs and activities outside of the classroom are also available to the students and include the Duke of Edinburgh Award Scheme.

We are part of a number of 1st generation widening participation programmes and this supports our sixth form students to access top flight universities, industry insight days, work experience in top firms and dedicated university open days.

PSHE

This is compulsory throughout the sixth form programme of study. Students will spend time with their form tutors following a programme of study which includes topics as varied as study skills, careers guidance and the UCAS process.

Participating

Sixth form students benefit from being a part of a flourishing, caring community and are encouraged to take part in events linked to the wider life of the school to develop their leadership and citizenship skills.

Additionally, we organise a range of activities throughout the year to encourage students to look beyond their time in the sixth form and plan towards their futures. These events include visits to universities and careers exhibitions, work shadowing and mentoring programmes pairing our students with those already at university.

During the sixth form, students will develop the skills required in order to be successful in higher and further education or employment.



“At key stages 5, the school has provided courses which appeal to students, such as forensic science. Leaders have recognised that to enhance pupils’ future opportunities it is important to increase take-up of the English Baccalaureate (EBacc) subjects at key stage 4 so that a greater number also have the option of accessing more traditional and academic courses.” / OFSTED 2022 /

Alumnae

Zoha NHSG 2019 GRADUATE

It has been such an incredible privilege to have spent the last seven years of my life at Norbury. It has helped me grow personally while also advancing my academic career. Every lesson is carefully structured and interactive, efficiently covering the topics, and the teachers are highly encouraging. There are countless extracurricular activities available at Norbury. There is something out there for everyone; you can discover something fun or innovative that will advance your personal development. I am grateful for the encouraging teachers and friends in this community that have undoubtedly offered me possibilities that I would not have received elsewhere.

I have received first-class honours in BSc Accounting and successfully graduated from Summer School at Copenhagen Business School. I am currently completing my final stages for ACCA qualification.





Natalie Joyce

- 2006–2013: Norbury High student
- 2013–2014: Plymouth University – Mechanical Engineering
- 2014–2016: Plymouth University – Forensic Science
- 2016–2017: Kingston University – Forensic Science
- 2017–present: Teacher in the Science department at Norbury High

Norbury High has always been like a second home for me, a family that always cared and looked after me. I joined in year 7, not wanting to move on from my primary school. However, it didn't take long to get in to a routine and to realise that this was the best place I could have come to. The support given by the pastoral team and all of my teachers throughout my time here was incomparable to any other school I have visited. They were there every step of the way both academically and pastorally.

I became a Head Prefect in year 11 and then Deputy Head Girl in year 13, which allowed me to build up my confidence, leadership skills and enabled me to develop friendships across the entirety of the school. I also had many opportunities available to me in terms of clubs, competitions and activities organised by the school and these helped me to decide what I wanted to do with my future. This was a decision I had really struggled with.

After finishing GCSE's I had no doubts in my mind that I would stay in the sixth form. I chose to study Biology, Maths, Psychology and Physics. Whilst this was a challenging 2 years, I enjoyed every moment of it and was encouraged to take part in science lessons for younger students during free periods to share my

enthusiasm for science. This experience allowed me to reinforce my own knowledge and gain an insight in to a teaching career that I hadn't previously considered.

When the time came around to applying to university I wasn't sure exactly what degree to apply for.

In the end I started a BEng in Mechanical Engineering, but after completing a year I knew that this was not the course for me. So I changed to a BSc in Forensic Science, which was something I had been interested in for quite some time but never pursued. I knew from my first lecture that I had made the right decision and continued to love every minute of my degree. I graduated from Kingston University with a First class degree.

My next hurdle was to figure out what I wanted to do with my degree. After talking to friends, family and my former teachers I was reminded of how much I had enjoyed helping in science lessons and so I decided to pursue teaching.

I was privileged to be offered the opportunity to come back and work in the science department at Norbury High and I have completed my third year of teaching science here. It has been one of the most rewarding and challenging experiences I have had so far.

“The support given by the pastoral team and all of my teachers throughout my time here was incomparable to any other school I have visited.” / NATALIE /

Pastoral care

Pastoral care and parental involvement

Our pastoral care system

Students are allocated to a tutor group on entering the school and this provides a secure pastoral base. The form tutor deals with day-to-day matters and will be your most important point of contact within the school. The form tutor may refer matters to heads of year, heads of department or the senior leadership team as needed.

Even before starting at Norbury High students are made to feel welcome in school. All prospective year 7 and 12 students are invited to our induction days, where they can take part in taster lessons and meet their form tutor and classmates. Additionally, year 7 students are visited in their primary schools and there is much liaison between primary and secondary staff with regard to the academic and pastoral needs of each student.

Learning support

Our learning support is excellent. When students require extra support with their studies, we can provide that help. Students with particular talents, gifts or abilities are encouraged with extension materials, special courses and a variety of different opportunities. Special attention is given to individuals or groups within the classroom by support teachers who work alongside subject staff.

Relationship with parents

At Norbury High we believe that a successful partnership between parents and staff will ensure that your child achieves their potential.

We value contact with parents and you are always welcome to visit the school to discuss any matter concerning them. However, it is always advisable to make an appointment to ensure that adequate time is available for discussion. If a teacher expresses concern about an individual student, we will contact parents.

If you wish to become more involved in the life of the school, you may consider becoming an elected parent governor to represent the views of other parents or you may want to join the PFA Committee and take an active part in supporting the school.

Homework

All students will be given homework on a regular basis. It is considered an integral part of the students' educational experience and a natural extension of their classroom studies.

Rewards and sanctions

Good work and effort is rewarded by our achievement system. Each year, achievement in all areas of school life is recognised and prizes are given at the annual achievement assemblies which parents are invited to attend. There is also a rewards trip to Thorpe Park.

Sanctions, which include detentions and, in very rare cases, seclusion and exclusion, are used when a student's behaviour falls short of what we expect.

Monitoring progress

All teachers carry out regular monitoring of students' work through rigorous assessment procedures. The results are used to set individual targets for improvement, which enables both students and parents to be fully informed about the progress being made.

Reporting and target setting

Parents will receive an assessment report of their child's performance at regular intervals throughout the year. These reports set the agenda for the discussion between parents and subject teachers at the parents' consultation evening.

“From Year 7 through to the sixth form, pupils are achieving well. This includes pupils with special educational needs and/or disabilities and disadvantaged pupils. They are proud of their work and progress.” / OFSTED 2022 /

Guide



**NORBURY
HIGH SCHOOL**
for GIRLS

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