

PROSPECTUS 2025/26

Our Prospectus



Cheam High School



Cheam High School Prospectus 2025/26

Welcome to Cheam High School.

Our prospectus is separated into the following documents:

- **How We Work**
- **What We Teach**
- **MAGT (More Able, Gifted and Talented)**
- **Exams**
- **Ofsted**
- **Admissions**

PROSPECTUS 2025/26

How We Work



Cheam High School



Welcome

If you are reading our prospectus, thank you for taking the time to find out more about our school.

If your child will be attending Cheam High, or you are thinking about them doing so, this booklet will provide you with a detailed overview of the school's educational philosophy, how the school works day-to-day and the culture of outstanding learning and social development that we strive for as a school community.

We hope you find it informative.

Our School Values

Respect &
RESPONSIBILITY

Aspiration &
DETERMINATION

Curiosity &
CHARACTER



Cheam High School Prospectus 2025/26

HOW WE WORK

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Our Aims

What are the Aims of Cheam High School?

Cheam High School is a comprehensive, inclusive school at the heart of the local community. We aim for all of our students to finish secondary school 'Undaunted' – ready to take on whatever challenges await them in their next steps and confident that they can achieve their goals and find their individual routes to personal, social and economic success.

The educational experience that we provide our students centres upon three distinct, yet interrelated areas, each of which is of vital importance to our students' future success. The relative importance of each area may depend upon the particular life experience, needs and ambitions of any individual student.

1 – ACADEMIC EDUCATION

Regardless of their starting points, we know that the best possible academic outcomes are critical to opening pathways and choices to students as they become young adults. Academic rigour and the highest standards of learning are thus central to our students achieving their full potential, both in their school-based qualifications and in later life. We recognise that there are many paths to longer term social and economic success, so our curriculum is both broad and ambitious and is supplemented by extensive extra and supra-curricular activities which enable our students to educationally thrive. Teachers receive expert, evidence-informed training to drive continual improvements in pedagogy and classroom practice. This underpins our drive to maximise our students' academic success and enable them to become masters of their own destinies.

2 – MORAL EDUCATION AND CRITICAL THINKING

The edification (moral education) of students also forms a core part of our educational philosophy. We recognise the profound importance that school-based education plays in shaping the moral decision making of individuals and, consequently, the moral parameters of wider society.

Likewise, we recognise the importance of critical moral thinking to young people navigating their formative years successfully, particularly when faced with the infinite information sources and influences of the digital age, and the contextual safeguarding risks present in the locality and neighbouring boroughs.

This is reflected in our behavioural systems and extensive pastoral support systems, as well as across our curriculum, particularly our PSHE provision which marries with tutor time activities and assemblies designed to promote critical moral thought. We expect staff to act as moral role models for all students and encourage balanced, respectful critical thought where appropriate both in and out of lessons.



3 - SOCIAL EDUCATION AND SELF DEVELOPMENT

We believe that well developed social skills work in tandem with a young person's formal educational success in driving them towards a positive future. These skills include the ability to develop and maintain relationships, treat others with due respect at all times, as well as the resilience to manage periods of adversity. By developing these skills, students are also able to develop their academic and moral learning to their fullest potential.

Without these skills, a student's potential for long-term wellbeing and success in almost all fields of life is compromised and the potential afforded them by their academic qualifications limited. These skills, and a developed sense of self, built through personal achievements, are mutually reinforcing.

The value we place on students' social and self-development is reflected in a culture of mutual respect between all members of the school community which is driven by our behavioural and rewards systems and high expectations of staff. It is equally evident in the individualised social support provided to students where necessary, as well as in the array of opportunities offered to students to develop themselves and their social skills beyond the classroom environment.



Our Core Values

What are the Core Values of the School Community?

The core values of the school shape how our community functions day-to-day and are the key attributes that we want all students to develop to give themselves the best chance of success both in their education and beyond. The values are promoted through assemblies, tutor time activities and through the reward systems of the school which you can find more about later in this document.

RESPECT AND RESPONSIBILITY

We expect all of our students to be respectful at all times. They must respect each other, school staff, their education and the wider community. This means they must show kindness to each other and behave with respect for the cultural, academic and interpersonal diversity of the student body. They must respect staff by following instructions and listening carefully when spoken to. They must respect their education by being punctual, ready to learn and working hard in their lessons.

Students must also respect the local community by ensuring that they conduct themselves appropriately to and from school and in the local area. Students must take individual responsibility for their behavioural choices and learning progress.

ASPIRATION AND DETERMINATION

We expect our students to be aspirational. This means that they should aspire to achieve the goals they set for themselves, as well as goals set for them by their teachers. These goals should be across academic and extra curricular areas with students aspiring to make the most of all of the learning and development opportunities on offer at Cheam High School, be these in lessons or in the huge range of additional activities offered that make this a thriving school community.

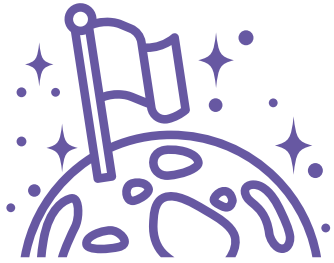
We expect all students to be determined. Being determined is critical if students are to achieve their goals. We expect all students to develop an understanding that achieving worthwhile goals may not always be easy. With the support of the school, we expect our students to work to overcome challenges so that they can become successful young people.

CURIOSITY AND CHARACTER

We expect our students to be curious. We expect our students to be critical thinkers who want to understand how the world works, why things are as they are, and how they may be able to change things for the better. We expect our students to get involved, actively seeking out and taking advantage of new learning opportunities in areas that may interest them, both within and beyond the formal curriculum.

We expect our students to develop the strength of character to be themselves and allow others to be themselves, celebrating the differences and diversity between them. We expect our students to develop a clear moral compass, enabling them to make positive decisions for their own futures and contribute positively to wider society.





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How We Learn

In the Classroom: How we Learn

Our classrooms operate with three basic principles that we expect all students to adhere to. We want our teachers to deliver the most interesting and inspiring lessons possible. Keeping to these principles ensures that teachers can teach to the best of their ability and that best possible learning can take place in classrooms. These are:

- **Ready to Learn** – we expect all students to enter classrooms quietly, sensibly and take out their pencil cases and necessary equipment at the start of every lesson.
- **One Voice** – we expect students to be silent when their teacher is addressing the class so that everyone can listen respectfully and purposefully; likewise, we expect students to respect each other's voice in the classroom and ensure that individuals can have clear dialogue with their teachers when necessary.
- **On Task** – we expect all students to remain focused on the learning tasks they have been set and not to engage in 'off task' activities.

In an instance where a student does not adhere to these principles, staff use a clear system to help students refocus or, failing that, ensure that behaviour that disrupts the smooth and orderly progress of lessons is addressed:

1. **Warning** – students are warned that their behaviour is disturbing the lesson or is inappropriate.
2. **Move** – student is resealed to help them refocus.
3. **Removal** – student is instructed to leave the classroom and attend another working space within the department so that the lesson may continue without further issue.

Of course, this process is not appropriate for every possible aspect of student behaviour – clear systems and consequences are in place for rare incidents of more serious breaches of behavioural standards, or if a student does not appropriately comply with the above process. Likewise, where students meet expectations, both in and out of the classroom, we have an extensive reward system to ensure that students' achievements are recognised and celebrated which is detailed on [page 12](#) of this booklet.



Student Leadership

There are many opportunities for students to contribute to the running of the school and show leadership qualities.

These include: special Leadership Programmes run by Year Teams; participation in the School, Year or Eco Councils as well as opportunities for students to become Sports Leaders, Arts Leaders or Mathematics Ambassadors. Additionally, students can become LRC Assistants, Buddies and Peer Mentors to name but a few of the extensive leadership opportunities on offer. We offer as many students as possible the opportunity to get involved in whole school events such as school drama productions, Open Evening and community events such as our International Evening, CheamFest.

In addition, there are a number of curriculum activities where students take a lead in groups, teams or in the whole class. The school also runs a very successful Duke of Edinburgh Award scheme which students may sign-up for as well as the Prince's Trust Personal Development and Employability programme for selected students.







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Rewards & Reflection

Rewards, Recognition and Consequences

We very much understand that rewards play an important role in helping young people feel that their accomplishments are recognized by people who really matter in their lives – their teachers and other school staff. We use an online system called It Really Is Simple (IRIS)



which students and parents/ carers all have their own log-in for. This means that you can track

the rewards that your child is receiving and see what they are for.

REWARDS AND RECOGNITION

Rewards are issued, in particular, for students who embody our core values and demonstrate excellent attitudes to learning. Pastoral and non-classroom based rewards are also issued for students who demonstrate outstanding qualities in their interactions with peers or in the community.

Students can collect their reward points and use these to buy items in our SwapShop – this opens at least once a half-term and gives students the opportunity to exchange their online reward points for items ranging from headphones to sports items, books, vouchers and students can even have their own tree planted!

Our online rewards are supplemented by postcards home, Year Team celebration assemblies to celebrate students achievements within the school community, as well as our annual Prize Giving ceremony where students are invited to receive formal awards to recognise their accomplishments. Each tutor group also takes part in a range of competitions across the year group, as well as competing to earn the most IRIS reward points. The winning tutor group is invited to attend a much-coveted end of year trip or celebratory event and many other students are provided with a range of opportunities within school to recognise their achievements.



REFLECTION AND CONSEQUENCES

Whilst we issue tens of thousands more rewards for students' accomplishments than we do sanctions for poor behaviour, it is vital that we have a clear sanction process so that all students understand that there are consequences to behaving below the standards expected in our school community. This is crucial to ensuring that we run a well-ordered, productive school where all students can thrive and achieve their potential.

The school has a clear policy which outlines our expectations of students' behaviour, how we support and develop good behaviour and the consequences that the school can issue where standards are not upheld. Sanctions begin with short detentions set by teachers or pastoral staff. Wherever possible, staff will use these detentions to discuss the behavioural issue that led to it and make clear expectations moving forwards. If a student does not attend this detention, or does not behave appropriately during it, a longer detention will be set. The longer detentions can last up to 90 minutes. If a student fails to attend a 90 minute detention, students can be issued with a day's work in our exclusion room and they are expected to complete the 90 minute detention following this. This is an important step in making sure that all students engage with set consequences as early as possible, rather than trying to avoid them so that any issue cannot be resolved.

Please note: when necessary, the school is able to detain students for up to 30 minutes without advance notice.



Rewards & Reflection

For serious one-off breaches of the behaviour policy and/or for persistent lower level breaches, senior staff may issue a child with an on-site exclusion or, in some cases, a suspension from school. When completing an on-site exclusion, students are supported by skilled staff to reflect on their behaviour as well as complete appropriate work throughout the school day. A report on their behaviour and work is then shared with parents/carers at a readmission meeting before the child is readmitted to their lessons. As with detentions, if a student does not engage appropriately with this process, they will face more serious consequences, up to and including suspension from school.

Permanent exclusion from the school is exceptionally rare and is reserved for the most serious breaches of the behaviour policy, be this persistent breaches or a very serious incident.

All of our sanctions form part of a wider range of measures designed to promote the best possible behaviour amongst students. Where the school notices that a student is presenting challenges with their behaviour, a wide range of intervention strategies are employed to support that student to be successful. However, whilst we wish to support all students to succeed, this cannot be to the detriment of the learning and wellbeing of others in the school community.

A full copy of the behaviour policy is available from the school office or the school's website. The Student Code of Conduct, indicating expectations of students' behaviour, is available on the school website. You will also find the Home School Agreement which indicates our expectations of working in partnership with parents/carers to ensure the best possible outcomes for your children.



COMMUNICATION CULTURE

We believe that contact with parents/carers is very important. You will receive a regular update on progress as well as opportunities to meet school staff at a Subject Teacher Meeting during the academic year. School staff will also contact you to discuss any concerns regarding your child as appropriate. Which member of staff contacts you will depend upon the nature of the concern. For example, a member of the English department may contact you if there is a concern regarding a particular lesson or the Year Team may contact you regarding a pastoral matter.

Each week, you can keep up to date with school life through the Cheam High Flyer. This is our primary means of advertising events, reporting on students' academic or extra curricular achievements and sharing important information with you. This will be sent to you via email and is also available on the school website.

Throughout the year, you are also able to track your child's development through IRIS where you will receive a summary of any rewards or sanctions they are given.



Anti-Bullying

Anti-Bullying

Bullying is defined by the school as: deliberately hurtful behaviour towards an individual or individuals which may be repeated over a period of time. We also recognise that anybody can be a victim of bullying.

Bullying is not acceptable at Cheam High School under any circumstances and runs completely contrary to the values of the school. The school believes that all students, whatever their race, culture, gender, faith, sexual orientation, physical or intellectual abilities have the right to:

- a safe and secure environment at school and on the way to and from school
- concentrate on their educational progress and social development without fear of others

Every student has the right to attend and enjoy school feeling safe, secure and able to achieve their potential, both socially and academically.

Any discrimination or unkindness related to a students' protected characteristics (such as their ethnicity, religion or sexuality) is treated very seriously, as is general unkindness which may escalate towards bullying. Our behaviour policy is clear that we may take action wherever an incident/incidents impact the school community, even if matters occur through online means such as social media or off school site. We recognise that peer related matters between young people can be complex. As such, any matters between peers will be thoroughly investigated before appropriate actions are determined. Specialist pastoral, safeguarding and/or senior staff work together where necessary to determine best possible outcomes for all concerned. This may

include serious sanctions but could also include restorative and educational work, or support for an individual to develop their social skills, amongst a range of other possible measures.

We promote a strong culture of communication between students and staff to ensure that, wherever possible, students raise concerns with an appropriate staff member so that issues between peers may be resolved in the best possible manner and as early as possible.

“Every student has the right to attend and enjoy school feeling safe, secure and able to achieve their potential, both socially and academically.”





Pastoral Structures

Pastoral Structures (Years 7-11)

Each Year Group is allocated a colour which denotes their Year Group. Each Year Group has this colour on their school tie and also wears a matching lanyard with their cashless identity card. This helps staff easily identify who is in each Year Group and learn students' names quickly.

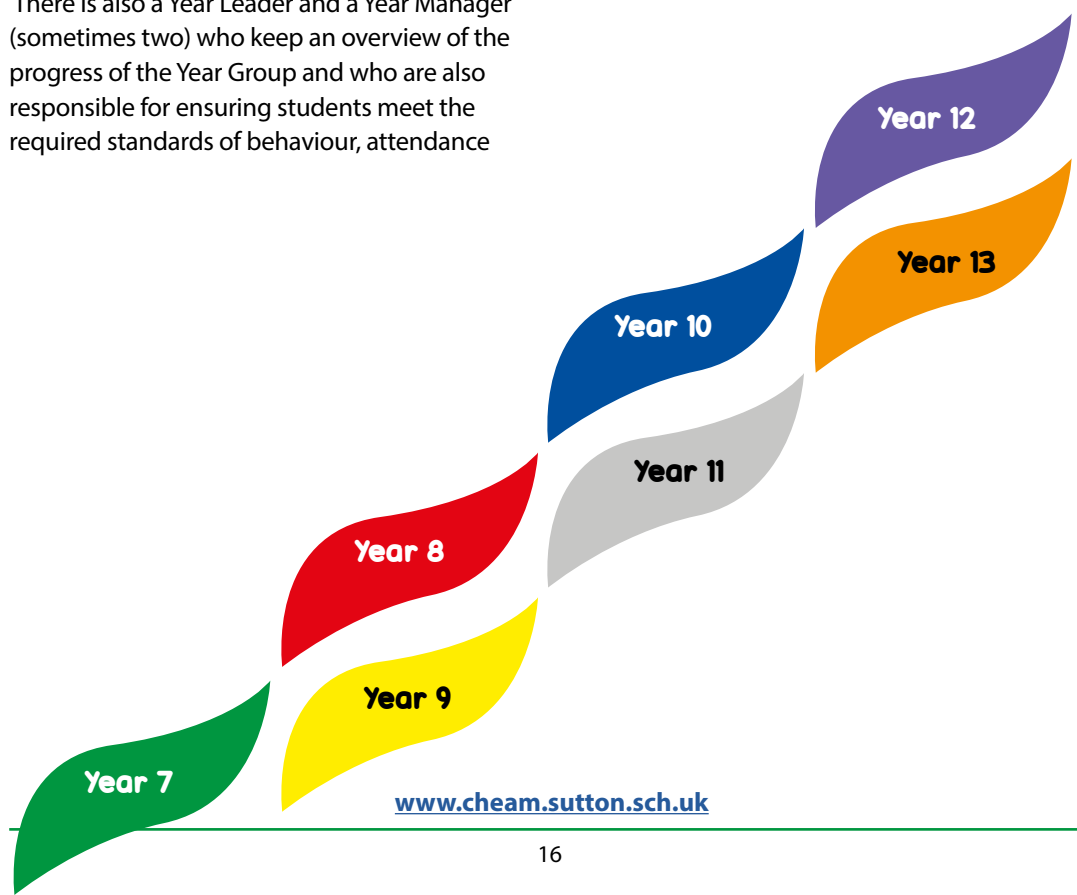
Each Year Group is divided into 12 tutor groups. Students are allocated to tutor groups to try to achieve a spread of academic abilities and interests in each group. The tutor sees members of the tutor group every day for registration. This is a half hour session in which students are registered but they also take part in a range of personal development activities during this time. We call this the Pastoral Curriculum. Recently in these sessions, for example, students have learned British Sign Language, how to administer First Aid and undertaken learning activities around online safeguarding and social media. These sessions link with work undertaken in our Learning Is For Everyone (LIFE) curriculum, which is our formal Personal, Social and Health Education (PSHE) programme. You can find out more about this on the school website.

The tutor is very important as he or she will monitor the academic progress of your child through data collection and will look after his/her general well-being in the school. Students generally stay in the same group throughout their time in the school and, wherever possible, remain with the same tutor.

There is also a Year Leader and a Year Manager (sometimes two) who keep an overview of the progress of the Year Group and who are also responsible for ensuring students meet the required standards of behaviour, attendance

and appearance, as well as supporting them with general pastoral or developmental concerns. In addition, a member of the Leadership Team is allocated to take a particular interest in the performance and progress of each Year Group. Other, specialist staff work to support Year Teams in promoting the best possible pastoral outcomes for our students.

If you have any concerns regarding your child's progress, you are encouraged to speak to your son/daughter's tutor in the first instance. Alternatively, if the concerns are such that action involving other students may be required, you may wish to speak directly to the Year Leader or Year Manager. General contact information is given later in this booklet.



GROUPING ARRANGEMENTS FOR LEARNING (YEARS 7-11)

At Key Stage 3 (KS3), which is Years 7 and 8 at Cheam High School, students are divided into two equivalent bands, K and Q. Each of these bands is divided into six teaching sets for the core subjects of English, Mathematics and associated subjects. There is a top and second set (sets 1+2) in each band with two or three middle sets (depending on the make-up of the band) as well as an additional support set where students benefit from additional learning support in all classroom lessons. Teaching sets with the same number or letter in each of the bands are broadly equivalent. For example, K1 is equivalent to Q1 and KC is the equivalent to QC.

Students are allocated to core subject sets according to information gathered from primary schools and from any tests or assessments which they may have taken prior to joining the school. It is possible, and

likely, that students will be in different sets for different core subjects. For example, it is possible for a child to be in set 1 for English and a middle set for Mathematics.

In Key Stage 4 (Years 9, 10 and 11) students are set in English, Mathematics and Science, within each band. Option subjects are taught across the band. Students choose their options for KS4 during Year 8. Guidance on the options available is through our '13+ Evening' where parents/carers and students can discuss their options and future plans with school staff. Work on careers also takes place within LIFE (Learning Is For Ever) lessons.

The sets of students are reviewed throughout the year. Any changes are decided by Core Subject Leaders in consultation with subject teachers and Year Teams.

Year 7-8 K&Q Band

		English	Mathematics	PE is
K1	Q1	Same groups for: <ul style="list-style-type: none"> • Languages • History • Religious Studies • Geography • Technology 	Same groups for: <ul style="list-style-type: none"> • Science • ICT • Music • Drama • Art • LIFE (PSHCE) 	usually taught in single sex groups.
K2	Q2			
KC	QC			
KH	QH			
KS	QS*			
KA	QA			

Year 9-11 K&Q Band

K1 Q1	Setted groups for English, Maths, Languages/ Humanities and Science.	Option subjects are taught across the whole year group.
K2 Q2		
K3 Q3	PE is usually taught in single sex groups.	
K4 Q4		
K5 Q5		
K6 Q6		



Attendance

Attendance

At Cheam High School we believe that all students from Years 7-13 are only able to achieve their potential if they attend school regularly and punctually. Therefore, we expect students to aim for 100% attendance and punctuality.

Good attendance contributes to:

- personal and social development
- continuity of learning
- success in tests and examinations
- fulfilment of coursework requirements
- success in the National Curriculum
- progress in assessment
- students' reputation for reliability

The school has a responsibility to:

- record, students' attendance and punctuality daily
- provide attendance and punctuality percentages
- monitor the attendance and punctuality of all students
- share concerns with regard to attendance and punctuality with parents/carers and the school's Attendance Service
- decide whether or not to authorise student absence from school (see later for further information)
- set attendance targets for students where necessary

Parents/Carers make a big contribution to students' attendance records. You can help by:

- supporting your child in aiming for a 100% attendance
- monitoring your child's attendance record by checking the attendance report which is sent home termly
- avoiding dental/medical appointments during school time where possible
- ensuring your child arrives punctually at school
- encouraging your child to catch up on work missed through absence
- informing the school in the morning if your child will be absent
- taking vacations during school holidays and NOT in term time (see later for further information)
- Parents/Carers may find the following statistics (table below) a useful way to interpret attendance percentages:

To promote good attendance, the school runs a competition between the tutor groups in each year group. A prize is awarded at the end of each term for the tutor group with the best attendance in each year group and also to the tutor group that has made the most improvement in their attendance. Tutor groups who have achieved either their own attendance target or that of the year group are also commended. Individuals are rewarded with certificates for good to excellent attendance records.



90% Attendance	this is the equivalent to missing one day per fortnight which equates to missing half a year's education during the course of Years 7-11
80% Attendance	this is the equivalent to missing one day per week which equates to missing one full year during the course of Years 7-11



In order to support parents/carers in ensuring their child achieves good attendance, the school has an automated telephone system which contacts parents/carers if their child is absent from school or late without prior notice. This system ensures parents/carers know if their child has not arrived at school for safety reasons and also enables parents/carers to record a reason for absence.

AUTHORISING ABSENCE

Only the school can authorise absence. Government guidelines are specific and allow the school to authorise the following:

- student absence through “leave” given by the school (this commonly includes medical appointments, interviews and other similar special circumstances)
- student illness
- religious observance where applicable

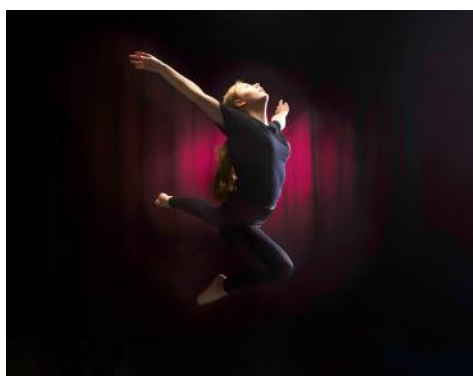
Examples of absence which have not been authorised in the past include:

- shopping trips
- looking after a sibling, other relative or pet
- arrival after the close of the register (9.15am) with no valid reason for the late arrival
- truancy
- holidays taken during term time including day trips
- family gatherings that do not meet the criteria for authorised absence

UNAUTHORISED ABSENCE FIXED PENALTY NOTICES

If a child misses 10 school sessions (five school days) through unauthorised absence, the Borough Schools' Attendance Service is able to serve parents/carers with a Fixed Penalty Notice. If payment is made within 21 days of receipt of a Penalty Notice the cost is £60 per parent/carer. This rises to £120 if not paid within 28 days.

Where required, the school refers parents/carers who remove their child for a holiday to the Borough Schools' Attendance Service for the issuing of said Fixed Penalty Notice. London Borough of Sutton guidelines and further information on Fixed Penalty Notices can be found on the School Website under Your Child/Attendance.





“We expect our students to be aspirational. This means that they should aspire to achieve the goals they set for themselves, as well as goals set for them by their teachers”



School Day Timings



School Day Timings for Year 7

You will receive a calendar of the school year listing holiday dates and important school events. A copy of this will also be available on the school website.

8.30am	Registration and Tutor Time (Year 7 Assembly on Thursdays)
9.00am	Period 1
10.00am	Morning Break
10.20am	Period 2
11.20am	Period 3
12.20pm	Lunch break (Years 7 and 8)
1.00pm	Period 4 (Years 7 and 8)
2.00pm	Period 5
3.00pm	End of the day
3.00pm	A range of extra curricular and enrichment activities take place

Lunchtime Arrangements

SCHOOL LUNCHES

The school caterers, Harrisons, provide a full range of hot and cold lunchtime meals at reasonable prices. Students are able to choose their own meals and pay for what they select. A substantial meal costs approximately £2 - £3 at the time of writing. Harrisons ensure that they meet the Government National Standards for school meals to provide a variety of healthy options. Each day, students are offered a 'meal of the day' together with alternative pasta, vegetable options and side dishes. There are also cold and snack options available. For further details and for a full menu, please visit the school website.

CANTEEN OPENING TIMES

The main canteen is open as follows each school day:

Morning Break

Selling sandwiches and wraps, hot and cold snacks, biscuits, cakes and drinks.

Lunchtime

Selling meals of the day, pasta, salads, pizza, sandwiches, wraps, jacket potatoes and vegetables as well as snacks, biscuits, cakes, fruit and drinks.

CASHLESS CATERING

The school runs a cashless catering system for purchases and each student is issued with a cashless catering card. Parents/Carers deposit payments via the Internet which are credited to their child's card. Each time the child makes a purchase the card is swiped and the price debited from their account. You will be supplied with further information about this scheme separately.

"Students who are entitled to a free school meal are able to choose from the range of high quality food on offer"

PACKED LUNCHES AND FREE SCHOOL MEALS

Some students prefer to bring a packed lunch and facilities are provided for them to eat their lunches.

For those students entitled to a free school meal, a daily sum is automatically added to their cashless card and so they pass through the check out in the same way as those paying for their meals. Students who are entitled to a free school meal are able to choose from the range of high quality food on offer.

Schools receive funding for use with the general curriculum based on the number of free school meals they provide. We would, therefore, encourage all parents/carers who qualify to claim the free school meals. If you are in any doubt about whether your child is entitled to a free school meal please ring the London Borough of Sutton on 020 8770 6953 who will be able to give you the information you require. Applications for free school meals can be made online at www.sutton.gov.uk/freeschoolmeals or by phone on 020 8770 6953.

Students in receipt of free school meals are also eligible for additional support and grants to support them with their learning in school.



Homework

Homework

Homework is an essential aspect of the school curriculum which enables students to make maximum progress. It is school policy to set students homework so that we ensure they have the opportunity to:

- Practise skills learnt in class
- Learn key facts required for future progress
- Undertake tasks that cannot be completed within the timeframe of school lessons
- Develop their independent study skills in preparation for their future examinations and careers
- Deepen and broaden their understanding of key topics



At Cheam High School, we use an online system called Team Satchel (formerly known as Show My Homework). This is a homework management system which allows teachers to set homework for their students on a website. This includes online links and additional resources that may be helpful for students. Students have their own log-in details which means they can see what they have been set and the deadline for the completion of the work. Students must log in daily. Many of our students do this using the Satchel One smartphone app. Parents/Carers can also access the system either via the website or app. This allows you to check what homework your child has been set as well as monitoring whether they have completed homework activities that were set previously.

If homework is not completed, the action taken to address this will depend on, for example, how many homework activities the student has not completed or whether there were difficulties in completion due to a lack of understanding. Depending on individual circumstances, students may be sanctioned or they may be put forward for extra support via Homework Club. We also recognise that there may be cases where, for various reasons, it may be difficult for a student to complete work at home. If this is the case, please contact the school office who will pass the message on to the relevant teacher.

“Homework is an essential aspect of the school curriculum which enables students to make maximum progress.”



The Library

The Library

The Library is well used and very popular with students, offering a wide range of services and resources to help support learning. It houses around 3,000 books, a bank of 36 computers with internet access, a colour printer and photocopier, as well as a stationery shop, study facilities and a quiet reading area. The Library is a critical part of us promoting a culture of reading – we know that reading for pleasure is a key indicator of academic, and longer term, success for young people.

Students from all years are welcome to use the Library, which is open before and after school as well as during lunchtimes. Homework Clubs also often take place in the Library where students benefit from its facilities in completing their work.

Tutor groups across all year groups visit the Library on a regular basis and there are themed events, competitions and film shows which help to ensure that as many students as possible are encouraged to make use of the resources on offer.



Physical Education

Physical Education Arrangements

FACILITIES

The Cheam High School site has a gymnasium, fitness room, sports hall, dance studio, indoor climbing wall and two all-weather pitches which provide excellent facilities for the delivery of the PE curriculum. In the summer term, Cheam Park is also used for athletics activities.

The school also has a number of very successful teams and it is expected that students of the school who are selected for school teams will make this their first priority over out-of-school clubs.

Additionally, the school provides a range of other sports opportunities which may require attending an off-site provision and/or specialist coaching. These can include activities ranging from football, to rock-climbing, trampolining, golf and orienteering.

PE KIT

The current PE Kit is listed on [page 37](#) and the latest information can be viewed on our website: <https://cheamlink/s9hL>

The department has a **“Sick or fit - bring your kit”** policy. Therefore, students must bring kit to every lesson even if they can't actively take part. This is part of a culture of promoting physical activity and health for all.

- If a student has a valid reason not to participate, they must be supervised by staff at all times. This means that they will accompany their group to the lesson. If the lesson is taking place outside, changing into kit will ensure that their school uniform remains clean and dry for the rest of the day.
- All students are required to take an active role in lessons. Students who are unable to participate are required to assist staff in refereeing, coaching and evaluating, wherever possible, to enhance their learning within the subject.
- Students with serious injuries, accompanied by a medical certificate, who are unable to change, will not be required to wear kit and alternative arrangements will be made for them until they are able to participate again.
- All jewellery must be removed before the lesson and long hair tied back.

If students forget to bring an item of kit it can be borrowed from the department. However, repeated failure to be correctly equipped will result in a sanction.



General Support for Students

INTERVENTION

At times, a child may need extra support to help them learn to the best of their ability. It may be for physical reasons such as a health issue, or it may be for difficulties with speech and language, learning or behaviour. In some circumstances students will need additional support through a special programme concentrating on certain skills. This may be delivered through additional adult support in the classroom and/or in some other form. Intervention programmes include Social Skills and Managing Emotions as well as programmes to help students develop their literacy, numeracy and speech and language skills.

OTHER SUPPORT AVAILABLE

- Effort report and monitoring where there are concerns about motivation
- Monitoring by the Year Team or Subject Leaders for social and/or academic reasons
- Support for vulnerable and shy students
- Mentoring of individuals and groups
- Examination mentoring
- A range of services, both group and 1:1 in some cases, to assist with students' wellbeing and social development

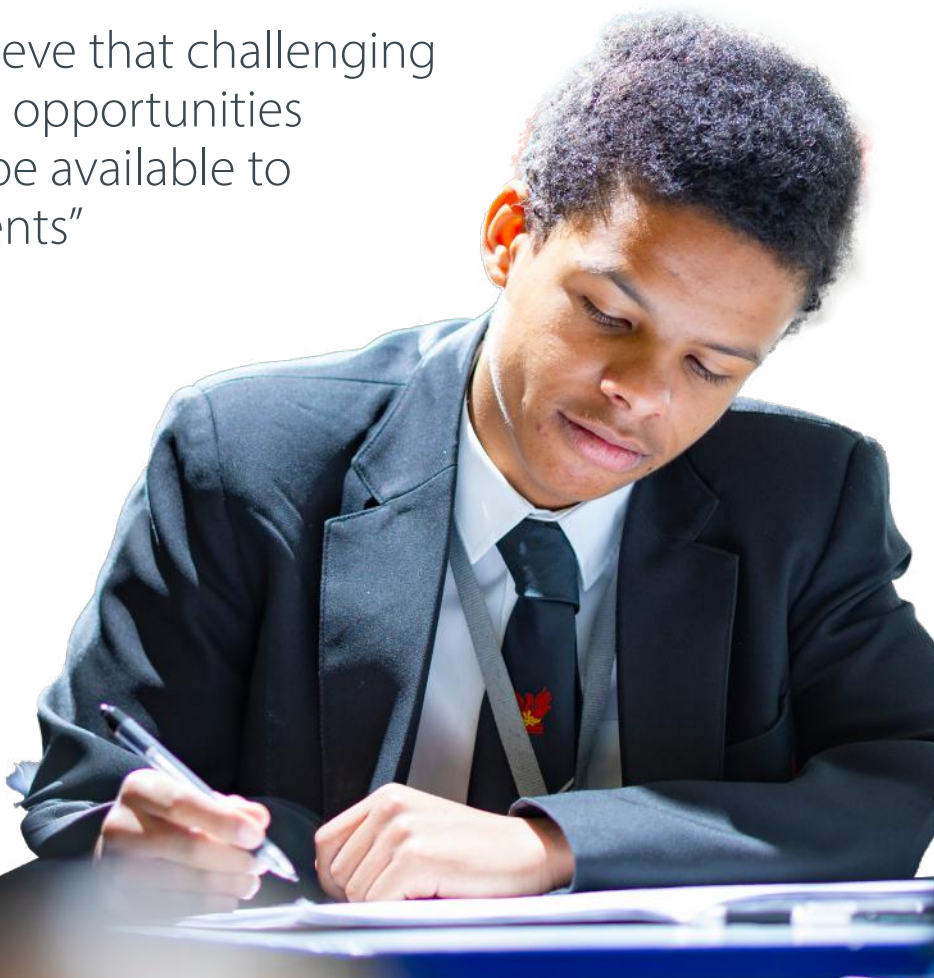
Meeting the Needs of the More Able, Gifted and Talented

In 2019, Cheam High School became the first school nationally to gain the National Association for Able Children in Education (NACE) Accreditation for the 4th time. This accreditation is awarded to schools to explicitly recognise their high quality provision for more able learners within a context of challenge for all.

We are very proud of this and it is testament to us recognising that More Able, Gifted and Talented (MAGT) students need access to broad, balanced and appropriately challenging and dynamic curriculum and extra curricular opportunities.

However, we believe that challenging learning opportunities should be available to all students. To this end we run a range of programmes designed to offer stretch and challenge to all. You can find further information about the kind of activities on offer on the school website.

“We believe that challenging learning opportunities should be available to all students”



Extra Curricular

Extra Curricular Activities

Whilst we want our students to achieve their very best academically and demonstrate the highest standards of behaviour, we also take our fun seriously. We understand that there are many ways that students can benefit from their education outside of the formal classroom environment, many of which can make school a more enjoyable and enriching experience. To this end, we offer a wide range of extra curricular activities which give students lots of avenues to explore as they develop as young people. These range from opportunities in sports, music and drama through to competitions, whole school events, charity fundraising, academic enrichment projects and much more besides. The breadth and depth of our extra curricular provision is summarised below. Some clubs are funded by parents/carers but most are free to attend and led by school staff. Details of the provision are shared with students and parents/carers at the start of each academic year.

DUKE OF EDINBURGH'S AWARD



Every year, students in Year 9 are invited to take part in the highly respected Duke of Edinburgh's (DofE) Bronze Award. It is an invaluable experience which helps students develop their team building, resilience, confidence, and determination. To achieve the Bronze Award, students participate for three months or more in Volunteering, Physical and Skills sections. They also plan, train for and complete a two-night camping expedition. The DofE scheme offers students the opportunity to continue to develop in something they love or try something completely new, as well as help their community and really test their limits.

Training and preparations begin in the autumn term and the programme runs throughout the academic year.

Students in Year 10 are invited to take part in the Silver Award and this again runs throughout the academic year, with training days in early Spring before the practised and assessed weekends in the Summer Term. This builds on experiences gained in the Bronze Award and further develops students' independence, resilience and ability to work as a team in challenging circumstances.



STUDENT COMMUNITY GROUPS & ENGAGEMENT

The role of students in shaping the culture of the school community (with appropriate staff support) is very important at Cheam High School. The Student Council meet regularly to discuss aspects of the school's provision, offering feedback and contributing ideas to the day-to-day running of the school and whole school events. Hustings are held across each Year Group from 7-13 and students who wish to be part of the council stand for election, sharing their ideas with peers. Additionally, the school has an active Eco Committee who work on improving the ecological credentials of the school site, as well as working with external organisations such as the Surrey Wildlife Trust to learn more about environmental issues and what they can do to make positive change. Likewise, the school's Inclusion Group meets regularly to ensure that all students feel valued as members of the school community, and to help ensure that the school fosters a culture of mutual respect between all. All of these groups attend off-site events and benefit from external speakers visiting the school to meet with them.

SCHOOL TRIPS AND EVENTS

There are many visits arranged for students throughout the school. These range from theatre excursions to overseas tours such as the Languages trips to Germany, France and Spain and trips to outdoor activity centres such as PGL. This year, other trips have included visits to Canterbury Cathedral, Epping Forest, the Science Museum, the Battle of Britain war bunker in Wrexham and many others besides. On site enrichment activities also take place including Numbers Day, run by the Maths Department, as well as competitions across curriculum areas.

Trips may be linked to specific courses such as a visit to Kew Gardens for art exam research and the Invest20/20 business trip, or to a particular group of students such as university visits, leadership award trips and interactive excursions to RHS Wisely and Nower Wood to learn about biodiversity. The Religious Studies department have led trips to Rome and Uniformed Public Services students from the Sixth Form visit High Ashurst to develop their team building and leadership skills. The History department arrange trips, workshops and visits from guest speakers to enhance the study of students in all, which have included a medieval life workshop and visits to Hampton Court Palace. Politics students have visited the Houses of Parliament and had the opportunity to meet our local Member of Parliament for a question and answer session. Tutor Groups who are victorious in our annual Inter Tutor Competition are also often given the opportunity to participate in a trip as a reward for their consistent hard work across the year.

ACADEMIC ENRICHMENT

Departments all around the school offer lunchtime and after school activities to nurture a love of learning and inspire curiosity. Students can pursue their interests in subject clubs in Spanish, Philosophy and the History Club with activities such as making Roman shields and building a production line. A huge range of trips take place each year to supplement students' curriculum learning with the Business Studies trip to Cadbury's World a particular favourite amongst students. You can find details about the huge range of other trips recently undertaken later in this section.



Extra Curricular

SPORTS AND FITNESS

Students of all abilities are encouraged to participate in sport for enjoyment and there are many opportunities to take part in activities such as table tennis, badminton, trampolining and dodgeball on a recreational level. However, there are also more competitive opportunities and the PE department coach teams in a wide range of sports, giving students the opportunity to compete with other schools in borough competitions and individual fixtures. Football is particularly popular and the school boasts an impressive record. Both boys' and girls' teams from all Year Groups participate in over one hundred fixtures during the season including the Surrey, District and League Cups. Netball is also very popular with a large number of students playing throughout the year with teams from all year groups competing in the Sutton Schools Tournament and the Sutton District Competition, as well as many students participating in a residential competition. Budding track and field stars can join the Athletics Club and represent the school in competitions including the annual Sutton Borough Athletics Championships, whilst cricket and rounders players participate in the Sutton Schools' League and Cup competitions.

The school's cheerleading club is coached by specialists from Unity Allstars who come into school to pass on their skills. There is also the opportunity to try Golf at Cuddington Golf Club and GCSE students can make use of our Rock Climbing wall. We also have a professional basketball coach running after school sessions as well as an after school fencing club. In addition, students may take advantage of the on-site Fitness Gym after school, under the supervision of our qualified Fitness Instructor.

The PE department has a team of students who are Sports Leaders and assist with a range of events and activities in school, at local primary schools and in the local community.

INTER-TUTOR COMPETITIONS

Students participate in an exciting and fun programme of inter-tutor competitions throughout the year and accrue points which all contribute to the Tutor Cup. All students are encouraged to take part with their tutor group. Tutor groups field teams in sports include including rounders, netball, badminton and football, test their creativity in Christmas crafting, World Book Day door decoration and Bake Off and also have a chance to shine in creative writing competitions and talent shows.

LIBRARY EVENTS

The Library is a vibrant and popular hub at the heart of the school. Each year the Library hosts a variety of special themed days that link with the curriculum or celebrate significant events. These have included World Book Day, National Poetry Day and Roald Dahl Day. The Library team constantly strive to find new and exciting ideas to promote literacy and interest and challenge students.



PERFORMING ARTS

The Drama and Music departments form the Performing Arts and offer students the opportunity to be creative, perform and develop their art form in a stimulating and enriching environment. Throughout a student's time at Cheam High School, they engage with the Performing Arts in the form of curriculum time and through extra curricular activities. Students are provided with one hour a week of Drama and Music lessons in Key Stage 3 to explore a selection of different theatrical practitioners and genres of music/artists. Students thoroughly enjoy these lessons and both Drama and Music go on to be well subscribed at GCSE with well above national average uptake in both respectively.

Alongside an engaging curriculum, our extra curricular provision appeals to those with a greater passion for the Performing Arts. Our bi-annual school productions are a collaborative effort between Drama and Music and provide students with the opportunity to perform to nearly one thousand people in a week. Our recent production of Mary Poppins was a huge success and joins the list of others including Matilda, Grease, We Will Rock You and High School Musical to name a few. The productions are a highlight of the school calendar where the school hall is packed out with enthusiastic audiences made up of friends, family and the wider school community, all of whom come together to celebrate the fantastic performances and achievements of our students.

In addition to this, Spotlight Drama Company work with students to devise their own dramatic works throughout the year with an opportunity to pursue this further and work

towards a London Academy of Music and Dramatic Art (LAMDA) certificate. Drama and English also collaborate on productions, with a focus upon the work of William Shakespeare. Students are also given the opportunity to visit both local and West End Theatres to watch live, professional productions covering a wide selection of cultural matters.

In Music, there are a wide variety of extra curricular activities available to students for all Year Groups. These consist of Music Technology Club, Ukulele Club, Choir and Music Theory Club, with a selection of others taking place throughout the school year. Students are regularly given the opportunity to perform and participate in smaller events in classroom performance spaces as well as at larger events such as our summer concert, Battle of the Bands event and annual Carol Concert which is held at St Dunstan's Church in Cheam Village. All of our events showcase our students' talent and are always well attended by families, faculty, governors and the wider community.

The Music department also provides private instrumental tuition across a wide range of instruments throughout the school day. These lessons are facilitated through Sutton Music Service and more information about this can be found via the following link: <https://cheaml.in/7Wsc>



Extra Curricular

WORK EXPERIENCE AND NEXT STEPS

Year 10 students have the opportunity to undertake a two week work experience placement in the Spring term and Year 12 students carry out a one week placement towards the end of the Summer term.

This is an invaluable experience which allows students to gain an insight into the world of work as well as helping to develop their confidence and communication skills. It can help students to decide on a career path and provides invaluable evidence to support future applications for higher and further education, apprenticeships and work. As part of the process, students are encouraged to search for and secure their own placements by contacting employers and companies independently.



Our annual Next Steps event, hosted on site, gives students the opportunity to meet with over 70 universities, local employers and apprenticeship providers exhibiting. Post-16

students who are considering Apprenticeships and Full Time Employment after Sixth Form, are also taken to the National Apprenticeship Show. A huge number of companies are represented at the event and students get the opportunity to network with prospective employers.

YEAR 11 AND SIXTH FORM PROMS

In July, Year 11 and Year 13 students attend their respective Proms, which in recent years have been held at Epsom Racecourse and Sandown Park Racecourse. These are much anticipated and provide a fantastic opportunity for students to celebrate the end of their exams. For Year 13 in particular, it marks the end of their time in school.

Without exception, the students look fantastic in their different outfits and enjoy arriving in limos and double decker buses. On the night students enjoy a buffet, music and a picturesque venue which allows students to take lots of photos to remember the night. It is a fantastic and memorable event which staff and students can celebrate.



SIXTH FORM ACTIVITIES

In addition to the extra curricular activities on offer to the whole school, Sixth Form students have a range of pursuits and challenges available to them and the Sixth Form Student Leadership Team meet regularly to share their views and organise events. Students in Year 12 are encouraged to become a prefect and help out in lower school lessons, mentor younger students and their peers and assist in the running of school clubs. The school is very proud of its Sixth Formers' fundraising efforts and over the last 10 years the Sixth Form has raised over £36,000 for various charities. Sixth Form fundraising activities have recently supported the Rainbow Trust and the Daniel Spargo Mabbs Foundation.

During the first full week of Year 12, students also take part in the 'Fresher's Week' Five Day Challenge. Tutor groups undertake fun tasks and challenges designed to help develop a team identity and is a great way for students to get to know others. Events include a Sixth Form Quiz and "I'm a Sixth Former...Get Me

Out of Here!"; CHS Sixth Form's very own version of the popular TV programme. Ten lucky Sixth Form students get to take part in challenges such as eating unusual food, drinking strange concoctions, being gunged with slime and bravely putting their hands into the 'black hole'. During the final week before exams, Year 13 students take part in the "Not Long Until You Leave" Challenge which involves tutor groups competing in a range of physical and creative tasks. Inter-tutor competitions continue from the lower school, with students aiming to win the Community Cup, claiming a day out in the summer term as their prize.



Equipment

Essential Equipment

STATIONERY

Tutors carry out checks of equipment every morning. This is a list of equipment which is essential for school and which all students are expected to have:

Students will not require specialist equipment on the first day such as PE kit or aprons, as they will be spending the day with their tutor.

Equipment **you need to supply** and bring with you everyday:



- x1 Scientific Calculator
- x2 Black Biro
- x1 Green Biro
- x1 Pencil
- x1 Highlighter Pen
- x1 Rubber
- x1 Sharpener
- x1 Glue Stick
- x1 Protractor
- x1 Reading Book
- x1 Ruler

Equipment **we supply** to you:



Your Lanyard in your Year Colour



Your Cashless Card



Your Plastic Wallet in your Year Colour

LOCKERS

About 50% of Year 7 students choose to hire a locker. Letters giving information about this scheme will be issued separately. We will ensure that there are sufficient lockers for all Year 7 students who request one in September to receive one.

PENCIL CASES FOR PURCHASE

The Library stocks pencil cases complete with essential items of stationery which students are able to purchase as necessary.



Uniform and Appearance

We place a great deal of emphasis on the appearance of our students. We expect them to be smart, well presented and to wear full school uniform at all times, including their journey to and from school. We ask for parents'/carers' support in helping to maintain the highest of standards.

If you have any queries about uniform please contact the school before purchasing items to avoid wasting money. The current uniform list, and information on recent changes, is also available on the school website (<https://cheaml.ink/s9hL>) and on the next page.

STUDENT APPEARANCE

- Students are expected to have moderate hairstyles, avoiding extremes such as shaved heads or patterns cut into hair.
- Students' hair must be of a natural colour.
- Make up and nail varnish are not to be worn (save for Year 10 and 11 students who may wear discreet make up).
- Students may wear a watch and one small stud earring in their ear lobe. Other jewellery is not permitted. Piercings anywhere other than in the ear lobe are not permitted.



Please purchase uniform directly from the manufacturers' website:
www.swischoolwear.co.uk



Uniform

Our School Uniform

We place a great deal of emphasis on the appearance of our students. We expect them to be smart, well presented and to wear full school uniform at all times, including their journey to and from school.

Below is a guide to our current school uniform. Please visit the school website for the latest information at: <https://cheamlink/s9hL>.

Thank you for your continued support.

WHERE TO BUY

Our uniform provider is:

www.swischoolwear.co.uk



Your order can be delivered to you for a postage fee, or you can get it delivered to school, for free, to collect. There are no official stockists.

Some items can be bought at **any retail outlet**, as long as they conform to the uniform requirements.

Some items are held in the **School Uniform Shop** for last minute emergencies for current students only. Please visit <https://cheamlink/ugLK> to order for collection.

Second hand uniform is available by visiting 'Cheam High School - Second Hand Uniform' on Facebook or emailing cheamsecondhanduniform@yahoo.com

A USEFUL GUIDE

Shirt: Plain white shirt
COMPULSORY
Buy at: SWI/Any retail outlet

Jumper: Grey v-neck jumper with red trim
OPTIONAL
Buy at: SWI

Tie: Year colour school tie
COMPULSORY
Buy at: SWI

Coat: Dark colour coat. No denim or hooded tops
OPTIONAL
Buy at: Any retail outlet

Blazer: Black blazer with embroidered school badge
COMPULSORY
Buy at: SWI

Trousers: Plain black tailored trousers
COMPULSORY
Buy at: SWI/Any retail outlet

Skirt: Plain black pleated school skirt
COMPULSORY
Buy at: SWI

Apron: Navy apron for use in Art and Technology lessons
COMPULSORY
Buy at: SWI/Any retail outlet

Tights/Socks: Plain dark tights **OR** white/black knee length **OR** ankle socks
COMPULSORY
Buy at: Any retail outlet

Shoes: Plain black, low-heeled shoes, leather or leather look
COMPULSORY
Buy at: Any retail outlet

Cheam High School

Shoes Allowed:

Leather or leather-look traditional school/formal shoe



Shoes NOT Allowed:

Leather or leather-look trainer-like shoe including Vans, Converse, Nike, Adidas



Our PE Kit

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Thank you for your continued support.

WHERE TO BUY

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Fleece: Outdoor fleece with school badge
OPTIONAL
Buy at: SWI

Trousers: Black sports trousers **OR** shorts **OR** sports leggings (all with school badge)
COMPULSORY
Buy at: SWI

Shorts: Black shorts **OR** black trousers **OR** sports leggings (all with school badge)
COMPULSORY
Buy at: SWI

Trainers: Can be any colour
COMPULSORY
Buy at: Any retail outlet

Shirt: Outdoor winter games shirt (reversible)
OPTIONAL
Buy at: SWI

Football Boots: Moulded studs only
OPTIONAL
Buy at: Any retail outlet

Polo Shirt: Red/black polo shirt with school badge
COMPULSORY
Buy at: SWI

PE Kit Bag: Black drawstring bag with Year colour logo
COMPULSORY
Buy at: SWI

Socks: Long, red sports socks with white and black stripe **OR** short, plain, red socks
COMPULSORY
Buy at: SWI (long socks), any retail outlet (short socks)



Cheam High School



Please purchase uniform directly from the manufacturers' website:
www.swischoolwear.co.uk

Mobile Phone Policy/School Fund

Mobile Phones and Other Media Devices

Students may bring phones to school if they comply with school rules regarding their use. These rules will be made clear to students when they join the school and can be found on the school website. Students who fail to comply with these rules will be sanctioned. Phones that are misused will be confiscated until the end of the school day or, where previous warnings have been given, for longer.

Barring exceptional circumstances, we operate a 'Gate to Gate' ban on mobile phone use in school: students should not use their phones from entering the school gates until they exit via the gates in the afternoon. The same applies to items such as smart watches and ear pods.

School Fund

The School asks for a contribution to the School Fund each year to support the provision it offers. The School deliberately keeps this sum lower than most other local schools.

The School Fund is used to provide facilities or support that otherwise would not be possible. It is a very important part of us providing the best possible quality education to our local community.

Recent examples of how we have used the school fund include:

- Installing an all-weather artificial pitch
- Contributions to seating, covered canopies and other lunchtime social facilities
- Installing a climbing wall
- Elements of the reward system and school trips
- Support for extra curricular activities
- Curriculum resources that are "extra" or "special" in other ways
- Initial purchase of lockers
- Activity Days



"We expect our students to be curious. We expect our students to be critical thinkers who want to understand how the world works, why things are as they are, and how they may be able to change things for the better"





Cheam High School

"An Outstanding School"

OFSTED 2015, 2010 & 2007

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Cheam Academies Network

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Cheam Academies Network (trading as Cheam High School) is a company registered in England and Wales, company number 07588097, registered address Cheam High School, Chatsworth Road, Cheam, Surrey, SM3 8PW. VAT registration number 120409266.

PROSPECTUS 2025/26

What We Teach



Cheam High School



Our Aims

Our aim is the pursuit of excellence for all. We strive for the development of individual potential in a stimulating and inspiring school that is at the heart of the local community.

Cheam High School aims to create a welcoming and exciting learning environment where we:

- Provide a rich, diverse and challenging education through excellent and innovative teaching and learning
- Celebrate success, promote a 'can do' attitude and inspire each student to achieve their best
- Support personal development, social responsibility and a sense of self-worth
- Develop the attitudes and skills that support a healthy and fulfilled life together with the confidence for a lifetime of learning
- Work as partners in learning with students, parents/carers and the community
- Provide a safe, supportive and well-ordered environment where students and staff are happy and confident as they aspire to achieve

Our School Values

Respect &
RESPONSIBILITY

Aspiration &
DETERMINATION

Curiosity &
CHARACTER



Cheam High School Prospectus 2025/26

WHAT WE TEACH

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English	<u>16</u>
French	<u>17</u>
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Curriculum Overview

Curriculum We Offer

This overview concentrates very much on the taught curriculum through the courses offered and the opportunities available at Cheam High School. Information on the wider curriculum (such as enrichment activities, pastoral support, support for SEN, More Able Gifted and Talented and other defined groups of students) can be found in the '*How We Work*' booklet and on the [school website](#).

At Cheam High School, we pride ourselves on the breadth and choice in our curriculum. We believe that, as our students move through the school, they need to be able to select courses that stimulate their interest, support their future aspirations and give them strong foundations for their future education and career choices. This commitment to a wide range of courses, coupled with high quality teaching and learning within each course, supports student achievement and thus the best possible results.

We invest heavily in resources to support learning. These resources include well thought out materials and texts as well as a range of resources on the internet (eg *SatchelOne*, *GCSEpod*, *Sparx Maths*); ICT equipment such as interactive whiteboards, iPads and laptops; subject specialist facilities; and specialist teaching staff and dedicated support staff.

The Future for the Curriculum at Cheam High School

We believe that the curriculum we offer gives outstanding opportunities to all our students. We will continue to develop the choices that our students have, and ensure that they receive the guidance that supports them to achieve well.



Key Stage 3 - Years 7 and 8

In Years 7 and 8, all students take the following courses:

- Art
- Drama
- English
- French
- Geography
- History
- Computer Science
- Mathematics
- Music
- Physical Education (PE)
- Philosophy, Religion & Ethics
- Science
- Technology
- LIFE (Personal, Social, Health and Citizenship Education)

Literacy skills are taught across the school and embedded within the school curriculum. Both the Geography and History departments support this work by taking on responsibility for the explicit teaching of oracy skills including presentation, discussion and debate.

At the end of Year 8, students are supported in choosing those subjects that they wish to follow at Key Stage 4 (KS4).

This means that, during Year 9, they will spend more time on their chosen subjects, and will no longer continue with all of those listed.



Key Stage 4

Key Stage 4 - Years 9, 10 and 11

YEAR 9

In Year 9, all students take:

- GCSE English Language and English Literature
- GCSE Mathematics
- GCSEs in Combined Science or Triple Science
- GCSE French, GCSE Geography or GCSE History
- LIFE - non examination (see overleaf)
- Physical Education - non examination
- Hospitality & Catering - Applied Course
- ICT
- Media Studies
- Music
- Philosophy
- Photography
- Physical Education
- Spanish
- Statistics
- Textiles

Students also choose three option subjects from the following list:

- Art (Graphic Design) - Applied Course
- Fine Art
- Business
- Computer Science
- Construction - Applied Course
- Dance
- Design and Technology
- Drama
- Further Maths
- Geography
- German
- Hair & Beauty - Applied Course
- History

Each option course includes a foundation term in Year 9, ensuring that students understand the range of skills and learning styles required for success on the course. There are also enrichment activities during the three years of the course. The majority of students will finish KS4 (Year 11) with nine GCSE equivalent qualifications.



Sixth Form

Most students progress to the Sixth Form and the school is able to offer a very wide choice of courses based on student interest and need. Sixth Form students follow Advanced Level and/or Vocational Level 3 qualifications.

A LEVEL COURSES

- Accounting
- Art - Fine Art
- Art - Graphic Design
- Biology
- Business
- Chemistry
- Computer Science
- Dance
- Design & Technology
- Drama & Theatre Studies
- English
- Film Studies
- French
- Further Maths
- Geography
- German
- Government & Politics
- History
- Home Economics
- Mathematics
- Media Studies
- Philosophy & Ethics
- Photography
- Physical Education
- Physics
- Psychology
- Sociology
- Spanish
- Textiles

VOCATIONAL LEVEL 3 COURSES

- Applied Science
- Business
- Digital Media
- Criminology
- Food Science
- Health & Social Care
- ICT Computing
- ICT Information Technology
- Music Performance
- Music Technology
- Sport
- Travel & Tourism
- Uniformed Protective Services

GCSEs

- Mathematics
- English





THE SUBJECTS



Art & Design

SUBJECT LEADER:
Ms J Prior

What makes Art special?

In Art lessons, students are encouraged to develop their visual language by using a wide variety of media in order to express their ideas, thoughts and understanding of artists' work. They explore and develop knowledge and techniques as effectively as possible through a diverse range of projects and themes.

What skills will I develop from studying Art?

- We encourage the observation, understanding and interpretation of the world around us
- You will develop the technical knowledge necessary to communicate ideas effectively
- We will encourage you to develop creative ideas that are central to artistic activity
- You will develop analytical and evaluative techniques, creative problem solving and fine motor skills that are valuable in many subject areas and careers

What other opportunities are available in this subject?

- As part of curriculum support in Years 10 and 11, trips are organised to a variety of galleries to support coursework and exam development of ideas
- Year 10 GCSE Art students have the opportunity to take part in a residential trip to Cornwall
- Taster sessions for Year 11 students take place within the Art department to help with choosing subjects at Key Stage 5 Support sessions are run for GCSE and BTEC students at lunchtime and after school

- Key Stage 5 students are encouraged to work independently during free periods in the Art department, with teacher support available
- Art Club for Years 7 and 8 students period 6 (3-4pm)
- Students applying for art college receive 1:1 support to create a portfolio
- We offer life drawing classes for Key Stage 5 Art students
- Students' work is exhibited at Sutton Library as part of the annual Youth Art Exhibition

What topics will I study in Years 7 and 8?

YEAR 7

Students will develop their artistic techniques through the following projects: drawing and shading still life, one point perspective bedrooms, understanding colour combinations, observational studies of toys and a clay response to the artist Yayoi Kusama.

YEAR 8

Students will develop their observational and technical skills further by completing projects centred on: portraits, painting and printmaking techniques and observations of food with a 3D outcome.

What topics will I study in Years 9, 10 and 11?

Students can choose GCSE in Fine Art or Photography, or BTEC in Art & Design. In the GCSE courses students will be given a theme to follow and then explore techniques in exciting and imaginative ways to present their ideas. They will study artists to inspire their own ideas. In the BTEC course they will explore a range of design techniques such as illustration and learn how to develop design ideas for a client.

What courses are available post 16?

- A Level Fine Art
- A Level Graphic Design
- A Level Photography



What makes Business special?

Business is a varied, interesting and thought-provoking subject that allows students to immerse themselves in the business world. The course is highly interactive, allowing students to develop a range of skills that will benefit them in further study and in their future careers. Business is a popular option within Cheam High School with the department seeking to develop students' understanding of the business world in an interesting and engaging way.

What skills will I develop from studying Business?

Business will enable students to develop a wide range of skills. Within the department, we aim to prepare students to think analytically about topics and content in order to formulate meaningful decisions that they can support through real life examples and knowledge. In addition, Business helps students to develop key enterprise skills such as communication, team working and problem solving.

What other opportunities are available in this subject?

There are a number of opportunities available to students to learn about real life organisations. Also, students carry out research and produce a detailed plan for their own business idea as part of the 'Business Challenge'.

What topics will I study in Years 9, 10 and 11?

Students study a wide range of topics which cover all of the skills that would be needed to set up and manage a range of businesses; starting with small businesses in Year 9 and eventually moving onto large limited

companies by the end of the course. Specific topics include:

- How to set up a business and different types of business ownership: sole traders, partnerships and limited companies
- Making effective decisions in all of the functional areas of a business: marketing, human resources, finance and operations
- The external environment that affects businesses, especially economic, technological and legal factors

Students also learn written skills that allow them to produce detailed responses, as well as use qualitative and quantitative data to help them make judgements about business performance.

What courses are available post 16?

The Business department offers a wide range of courses at post 16 that enable learners of all types to find courses that are suitable to them and in which they can be successful.

The courses on offer are:

- A Level Business
- A Level Accounting
- OCR Cambridge Technical in Business
- BTEC Level 3 National in Travel and Tourism

SUBJECT LEADER:
Mr D Lewis



Construction

What makes Construction special?

Construction is a vocational subject which prepares students for jobs in the construction industry, helps them understand the importance of construction to society's development and provides them with the skills to do most DIY jobs in the home.

In the industry there is always a high demand for people with the right practical construction skills and knowledge. This course is the first step on the pathway towards working in the construction industry.

What skills will I develop from studying Construction?

- Team work
- An understanding of the construction industry
- Practical skills in building, plumbing, carpentry and electrics
- Life skills
- Drawing to scale
- 2D design
- Presentation skills
- The ability to use computer programmes such as Google SketchUp

What other opportunities are available in this subject?

The department runs a wide range of activities in:

- Joinery
- Brick and block work
- Plumbing
- Electrics
- Maths and Science in the Construction Industry
- Sustainability

What topics will I study in Years 9, 10 and 11?

YEAR 9

Students have the opportunity to develop their skills, both practical and theoretical, in preparation for their BTEC course in Year 10. The students complete a number of projects which include various techniques used within the construction industry.

YEAR 10 AND 11

We follow the BTEC course. The assessment is made up of 25% examination and 75% coursework. The course is structured as follows:

Component 1: Construction Technology

Component 2: Construction Practice

Component 3: Construction & Design

SUBJECT LEADER:
Mrs S White



What makes Dance special?

Dance is a fun and exciting subject where students learn technical and expressive skills. The Dance department has two dance studios and offers lots of dance clubs. Students also get the opportunity to take part in numerous dance shows and school productions.

What skills will I develop from studying Dance?

You will gain numerous skills in dance such as:

- Improved confidence
- Improved self-expression
- Better co-ordination and balance
- Improved physical stamina
- Better strength, flexibility and healthier joints
- A fuller understanding of how the body works
- Improved creativity and communication
- Choreographic skills
- Performance skills
- An appreciation of dance

What other opportunities are available in this subject?

- Extra curricular clubs are available for all key stages
- The Royal Academy of Dance come in to run dance classes each week
- In school and out of school dance workshops are held by professional dance companies throughout the year
- Students are invited to various dance trips to West End shows and Sadler's Wells across the year
- We have a summer dance show and plan and perform full school musicals

What topics will I study in Years 7 and 8?

Dance is taught to all students in Years 7 and 8. Throughout this time students will study performance, technical and choreographic skills, musical theatre, contact work and the appreciation of dance. Students will also build on their confidence and work in a team to produce collaborative performances.

What topics will I study in Years 9, 10 and 11?

YEAR 9

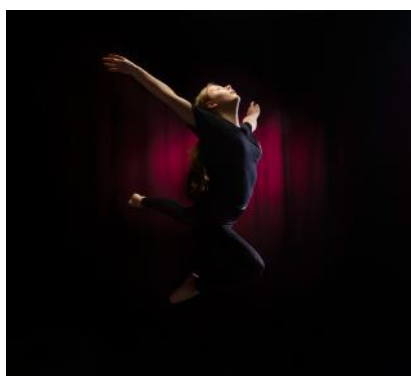
Students work towards gaining an understanding of choreography and performance. This includes taking part in workshops, seeing live West End shows, leading a warm up in small groups and a whole class performance including lifts and contact work.

YEAR 10 AND 11

Students work towards their GCSE qualification which includes performance and choreography. Students learn performance in a duet, two set phrases and a solo or group choreography. Students also study the appreciation of dance with a written paper at the end of Year 11.

What courses are available post 16?

- A Level Dance



Design & Technology

SUBJECT LEADER:
Mrs S White

What makes Design & Technology special?

The core experience in Design & Technology is about providing opportunities for students to develop their capability in design and learn how to create quality products using appropriate materials. They do this by combining their design and manufacturing skills with knowledge and understanding of which materials are best suited to different purposes.

What skills will I develop from studying Design & Technology?

- Product analysis and evaluation
- An understanding of sustainable design and production
- The creative skills necessary to create original products for target audiences
- Problem solving and team work
- The ability to work to a brief

What other opportunities are available in this subject?

The Design & Technology department offer lunch time and after school clubs for students to attend that vary from cooking and graphics to resistant materials clubs.

We enter as many external competitions as we can and entry is open to all students.

What topics will I study in Years 7 and 8?

All students study Design & Technology in three large multi-material workshops and Food Technology in two specialist food rooms. Students remain with the same teacher throughout the year to complete a range of activities and learn about the application and importance of Design & Technology in real world settings. Examples of projects are based on:

- Creating the packaging and advertising for a chocolate bar and making a chocolate bar
- Creating a stylish and functional door stop
- A tote bag with the design theme based on an artist
- A pewter casting project
- Healthy eating principles and nutrition
- The environmental impact of food and ways in which we can reduce food waste
- An awareness of seasonal fruits and vegetables and their nutritional benefits

These provide a natural progression to GCSE courses.

What topics will I study in Years 9, 10 and 11?

- Level 2 Award in Hospitality and Catering
- BTEC Construction
- GCSE Textiles
- GCSE Design & Technology

What courses are available post 16?

- A Level Design & Technology
- A Level Design & Technology: Fashion Textiles
- WJEC Level 3 Food Science and Nutrition



What makes Drama special?

Drama is an enjoyable and explorative subject that is taught in our dedicated Performing Arts building. Together with our innovative curriculum, students get the opportunity to devise Drama and perform plays, as well as analyse and evaluate live theatre.

What skills will I develop from studying Drama?

You will gain numerous skills and attributes in Drama such as:

- Confidence
- Performance
- Production
- Analysing
- Evaluation
- Devising
- Teamwork
- Public speaking
- Articulating ideas

What other opportunities are available in this subject?

Extra-curricular clubs are available for all Key Stages. In these, students develop their performance skills and work towards a performance piece.

We direct a whole school production every year. In 2022 we produced a highly successful musical production of 'Matilda' whilst in 2023 we performed 'Mary Poppins'. In 2024, the Drama department staged the play 'Bright Young Things'.

What topics will I study in Years 7 and 8?

Drama is taught to all students in Years 7 and 8. Throughout this time students will:

- Create and develop ideas to communicate meaning for theatrical performance
- Apply theatrical skills to realise artistic intentions in live performance

- Demonstrate knowledge and understanding of how drama and theatre is developed and performed
- Analyse and evaluate your own work and the work of others

What topics will I study in Years 9, 10 and 11?

YEAR 9

Students work towards gaining the Bronze Arts Award qualification by completing four parts of assessment. This includes:

- Exploring the Arts as a participant
- Exploring the Arts as an audience member
- Arts inspiration
- Arts skills share

YEAR 10 AND 11

Students work towards AQA Drama GCSE. For this, students will complete three components:

- Theatre roles and terminology
- Study of set text
- Live theatre production

What courses are available post 16?

- A Level Drama and Theatre Studies



English

What makes English special?

In English, students have the opportunity to express themselves creatively and imaginatively. They also learn how to communicate effectively with others. By learning how language works, students begin to appreciate - and to think critically about - short stories, poetry, drama and novels as well as interpreting meaning in non-fiction texts. Through English, students also learn about how writers from different times and cultures view the world.

What skills will I develop from studying English?

- Speaking confidently
- Listening and responding to others
- Using formal English where appropriate
- Understanding themes, characters and plots
- Analysing and evaluating writers' techniques and intentions
- Learning about literature from different periods
- Writing for particular purposes and audiences
- Building an extensive vocabulary
- Developing structured responses

What other opportunities are available in this subject?

- Various poetry, writing and spelling competitions
- A Carnegie Book Shadowing Group for Key Stage 3 students
- Debating Club
- Celebrating World Book Day
- Writing poetry for National Poetry Day
- Theatre trips are organised subject to availability

What topics will I study in Years 7 and 8?

Students will study a range of fiction and non-fiction texts. Topics covered include character and thematic study of novels, the work of Shakespeare, exploration of plays and poetic forms.

What topics will I study in Years 9, 10 and 11?

- Students begin preparations for the skills for the Edexcel English Language and English Literature GCSE examinations by examining a wide range of texts
- English Language involves a range of tasks based around reading, writing, speaking and listening skills
- Students will study poetry, plays as well as fiction and non-fiction extracts

What courses are available post 16?

- A Level English Language and Literature
- A Level Film
- GCSE English Language for students who have yet to reach Grade 4

SUBJECT LEADER:
Miss J Hancock



What makes French special?

In French, students have the opportunity to express themselves in the language from the very first lesson. They learn how to communicate effectively in class and develop their interaction. As well as learning key structures which can be transferred across a range of topics, students learn a range of specific vocabulary items for the topics they study. Students also get the opportunity to learn about the different cultures in the French speaking world.

What skills will I develop from studying French?

- Confidence in expressing yourself in another language
- Engaging with French grammar develops your cognitive skills
- An appreciation of French speaking countries and their culture, as well as French films
- High employability: recent research demonstrates that graduates of languages are far more sought after than those of any other subject
- Literacy skills
- Improved listening skills
- Improved ability to think creatively and critically

What other opportunities are available in this subject?

- Language events in the Learning Resource Centre
- Visits from/links with French schools
- Trips to France to develop cultural awareness

What topics will I study in Years 7 and 8?

- Classroom language
- School rules
- Information about yourself
- Past activities

- Future activities
- The French speaking world
- Film study of 'Les Choristes'
- A series of paintings by francophone artists

What topics will I study in Years 9, 10 and 11?

YEAR 9

- Cinema and film study of the film 'Au Revoir les Enfants'
- How to lead a healthy lifestyle
- The advantages and risks of technology in our daily lives

YEAR 10 AND 11

Students work towards the GCSE course focusing on topics such as holidays, health, education and work, family and relationships and environmental issues. The skills of speaking, writing, listening and reading are all developed with a central focus on target language teaching and interaction.

At the end of Year 11 students sit their GCSE exam with a listening, reading, writing and speaking exam; each element is worth 25%.

What courses are available post 16?

- A Level French



SUBJECT LEADER:
Mr S Robson

Geography

What makes Geography special?

“Geography is an extremely valuable and popular subject at all levels of education. Students can learn about topical issues and develop vital skills that enhance their knowledge of the world that surrounds them. It enables students to combine human and physical aspects and, as we now live in a world that increasingly values people who can work across the physical and social sciences, this makes Geography all the rage” *The Times*.

The Geography department provides high quality, stimulating lessons to students in all years. Students study a wide variety of topics and use a range of techniques and resources. Students have the opportunity to use high level data analysis skills, for example, turning maps from a two-dimensional representation of a country's physical contours into a tool that illustrates social attributes or attitudes.

What skills will I develop from studying Geography?

- Decision making
- Critical thinking
- Teamwork
- Problem solving
- Communication skills

What other opportunities are available in this subject?

- Fieldwork trip to Iceland in the Sixth Form
- Urban and rural fieldwork trips
- Projects as a Geography ambassador

What topics will I study in Years 7 and 8?

YEAR 7

We will start our voyage with a multi-stop trip to different ecosystems around the globe to examine how different populations exist, exploit and manage. Then we move a little closer to home and explore the UK - the climate, physical landscapes, population and urban topography whilst testing our map skills. Then we expand our knowledge and go global with an exploration of South America and Asia to look at similar themes studied in the UK but also have an exciting opportunity to look in detail at the Amazon rainforest, the favelas of Rio de Janeiro and the contrasting landscapes of South East Asia before completing some fieldwork linked to sustainability in our local area.

YEAR 8

Now it's time to explore Africa, North America and the Middle East - this time focusing on tectonic disasters and our world's most vulnerable places. We also look at development, international conflict and global issues and how to protect a planet with a predicted 10 billion people by 2050!

What topics will I study in Years 9, 10 and 11?

GCSE Geography is extremely popular and well subscribed. During the first term of Year 9 students practise their geographical skills through a range of activities and in different situations. In the second term of Year 9 and through Years 10 and 11 students follow the Edexcel B GCSE course. The units covered are:

- Global Geographical issues
- UK Geographical issues
- People and environmental issues

What courses are available post 16?

- A Level Geography

SUBJECT LEADER:
Miss A Squires



What makes German special?

In German students are immersed in the language from day one. The primary emphasis of lessons is using the language for all classroom needs and situations so that students become fluent in the classroom context. They are then taught to transfer this to other contexts making students confident communicators. This is a real asset in the work place considering that Germany has the strongest and biggest economy in Europe and is the most widely spoken language in the European Union.

What skills will I develop from studying German?

- Confidence in expressing yourself in another language
- Engaging with German grammar develops your cognitive skills, actually making you more intelligent!
- An appreciation and understanding of German speaking countries and their culture, as well as German films
- Literacy skills
- Improved ability to think creatively and critically
- The roots of English are found in German and studying German improves your English

What other opportunities are available in this subject?

- Language events in the Learning Resource Centre
- Opportunity to visit Berlin
- Opportunity to visit Cologne and Aachen Christmas Markets
- Penpal project with German and Austrian schools

What topics will I study in Year 8?

An introduction to German is offered to all students in Year 8. Some students will be taught German in class and in addition, all students have the opportunity to attend German club.

Students learn the fundamentals of classroom language and are encouraged to ask for

what they want to learn in German, which is incorporated into future lessons. In addition they learn the essentials to enable them to talk about themselves.

Students complete a short study of German paintings across the centuries and each produce a page about themselves and their interests for a class book. In the final term they study an interactive German cartoon and scenes of this are acted out and filmed. They also study the film 'Pünktchen und Anton'.

What topics will I study in Years 9, 10 and 11?

YEAR 9

- German culture including German cake tasting, German Christmas traditions and carnival
- German school
- German music
- German film, 'Das Wunder von Bern'
- Healthy living and sport

YEAR 10 AND 11

Students work towards the GCSE course focusing on topics such as holidays, education and work, family and relationships, environmental issues and life in the German Democratic Republic. The skills of speaking, writing, listening and reading are all developed. At the end of Year 11 students sit their GCSE exam with a listening, reading, writing and speaking exam; each element is worth 25%.

What courses are available post 16?

- A Level German



SUBJECT LEADER:
Mr S Robson

Hairdressing & Beauty Therapy

SUBJECT LEADER:
Mrs T Chappell

What makes Hair & Beauty special?

For some people hairdressing is simply a great way to express yourself! If you have a creative side then the world of hairdressing could be for you. On the Hair & Beauty course you will gain knowledge and an understanding of the skills required to pursue a career in the hair or fashion industry.

You are encouraged to have an understanding of up-to-date trends and put these into practice. You will develop your practical skills using various pieces of hairdressing equipment to create current trends.

What skills will I develop from studying Hair & Beauty?

- Visual appreciation of up-to-date hair trends
- Up-to-date hairdressing skills
- The ability to interpret, analyse and apply knowledge
- Organisation, planning and research skills
- Communication skills

What other opportunities are available in this subject?

In Year 9 Lush come in to work with the students making a beauty product they can take away with them. We also make a cleanser in school demonstrating how ingredients work together to make a formulation.

In Year 11 students are given the opportunity to attend Salon International at the ExCel Centre. This is a prestigious event in

Hairdressing where many big names in the sector attend to showcase the latest trends.

We have formed good partnerships with local salons who visit students in lessons to discuss apprenticeship programmes and college courses in Hair & Beauty Therapy.

What topics will I study in Years 9, 10 and 11?

Students follow the VTCT Level 2 course in Hairdressing & Beauty Therapy. Units that students will cover are:

Unit 1: Anatomy, Physiology and Cosmetic Science

Unit 2: Business and Entrepreneurship in the Hair & Beauty Sector

Unit 3: Design in the Hair & Beauty Sector

As well as these assessed hairdressing units, students will also cover aspects of beauty such as an introduction to completing a luxury paraffin wax manicure, nail art, Indian head massage and an introduction to facial treatments. Whilst these topics are not formally assessed, students will receive a certificate if they reach the required level of competency in each service.

What courses are available post 16?

- College courses in Hairdressing, Beauty Therapy and Hair and Media Make-up.



What makes History special?

History is a valuable subject in which students learn not only about the past and the key events that have shaped society, but also vital skills which develop their ability to analyse, debate, interpret and argue various issues.

What skills will I develop from studying History?

History is a subject highly valued by employers and universities. By studying History, students will develop the skills of:

- Independent enquiry
- Source analysis
- Interpretation
- Debate and discussion
- Written analysis and evaluation

What other opportunities are available in this subject?

- Key Stage 3 trip to Hampton Court Palace
- GCSE trips to the Imperial War Museum to visit the Holocaust Exhibition
- A Level conferences
- Guest university lecturers for A Level
- Visits to Parliament and the Supreme Court

What topics will I study in Years 7 and 8?

YEAR 7

In Year 7 students have one lesson a week.

- Introductory topic on 'What is History' taught through Ancient Dynasties
- Medieval Realms, covering 1066 and the Battle of Hastings, castles and the murder of Thomas Becket

YEAR 8

In Year 8 students have two lessons a week, which means the range of topics covered has developed to include:

- The Tudors
- The Stuarts
- Industrial Revolution
- Slavery
- World War I
- World War II
- Black British history
- The Holocaust
- US civil rights

What topics will I study in Years 9, 10 and 11?

Year 9 is a Foundation skills year, in which students will cover material that provides context for the main GCSE course as well as building their historical skills. The new GCSE which began in 2016 is entirely exam based and covers the following topics:

- Migrants to Britain c1250-present
- Germany 1919-1939
- The Cold War 1943-1991
- Elizabethan England

What courses are available post 16?

- A Level History
- A Level Government and Politics



SUBJECT LEADER:
Miss N Watson

ICT & Computing

SUBJECT LEADER:
Mr E Coomber

What makes IT & Computing special?

Learning about using computers prepares students to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Students use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination.

What skills will I develop?

- How to employ ICT to enable rapid access to ideas and experiences from a wide range of people, communities and cultures
- Increased capability in the use of ICT promotes initiative and independent learning, with students being able to make informed judgements about when and where to use ICT to best effect

What topics will I study in Years 7 and 8?

- E-safety and cyber security
- Digital literacy
- How computers work
- Graphics, animation and data representation
- Scratch game creation
- Programming in Python
- Transferable skills in spreadsheet modelling, presentation, word processing and desktop publishing

What topics will I study in Years 9, 10 and 11?

At Key Stage 4, students have the choice to study either Level 2 IT Technical Award or GCSE Computer Science.

ICT Vocational Tech Award

This qualification is for learners who want to acquire technical knowledge and skills through vocational contexts. Students will explore a wide variety of skills, including creating digital images, word processing, and working with spreadsheets and databases. Students will also learn a wide range of technical theory focused on how organisations and end-users use IT systems effectively to meet their needs.

GCSE Computer Science

This GCSE specification encourages candidates to explore how computers work and communicate in a variety of contexts.

There is ample opportunity for them to apply and consolidate their knowledge of computer programming by carrying out practical tasks that will develop their capacity for imaginative, innovative thinking, creativity and independence. They will develop skills for design and evaluation using various programming languages.

What courses are available post 16?

- BTEC Nationals Information Technology
- BTEC Nationals Computing
- A Level Computer Science



LIFE (Personal, Social, Health and Citizenship Education)

What makes LIFE special?

LIFE (Learning Is For Ever) is a subject held in high regard by students and staff at Cheam High School. LIFE covers personal, social and health and economic education (PHSE) and includes relationships and sex education, citizenship studies and work related learning. All students have one hour of LIFE a week and are taught by a dedicated team of skilled staff. Cheam was an early adopter of the new statutory guidance in 2020 and our curriculum is responsive to current events, enabling discussions about a range of current issues. This is why LIFE is such an essential part of the curriculum as it enables students to reflect and respond to an ever changing society.

What will I gain from studying LIFE?

- Emotional intelligence
- Knowledge of how to lead a healthier and safer lifestyle
- An understanding of how to develop positive relationships of all kinds
- Confidence and responsibility
- Tolerance, acceptance and respect for others
- Improved communication skills and the ability to work sensitively with others
- Team working skills
- A broader understanding of Britain and the wider world

What other opportunities are available in this subject?

In LIFE lessons students have opportunities to get involved in lots of group work and develop their discussion and reasoning skills through debates. Lessons provide all students with a safe space to explore and develop their understanding of topics that will equip them to lead successful lives in a modern society. Throughout the year, LIFE lessons are visited by a number of specialist external organisations to help students put their learning into context and to hear from different members of our community. This

includes workshops on healthy relationships, talks with the school nurse and performances from theatre companies.

What topics will I study in Years 7 and 8?

YEAR 7

The first topic that students study is designed to help them settle into secondary school life and adjust to the transition they have made. Other topics studied include friendships, healthy lifestyles, mindfulness and personal safety (including the safe use of the internet).

YEAR 8

Topics include units of work exploring peer pressure and youth crime, healthy relationships, families and the media. LIFE lessons are also used to explore the options at 13+ process as well, helping students to make informed choices about what subjects they want to study at KS4.

What topics will I study in KS4 Years?

Students study topics ranging from finance, global citizenship, human rights, extremism, radicalisation, the changing world of work, careers, relationships with others and preparing themselves for adulthood.

The LIFE department are also proud to run the Cheam High Pride Group and United Against Discrimination Group which meet each half term.

Students in all years will also have age-appropriate lessons devoted to relationships and sex education, drug education (including alcohol), anti-bullying, and safer internet use in line with statutory guidelines.

What courses are available post 16?

LIFE is not offered to post 16 students as a timetabled lesson, although students will continue to receive personal, social, health, economic and career-linked education through our post 16 tutor programme. Students will also continue to use many of the skills they developed in their LIFE lessons within their chosen areas of study.



SUBJECT LEADER:
Miss R Graham-Brown

Mathematics

SUBJECT LEADER:
Miss Z Drewett

What makes Maths special?

All Maths staff place a strong focus on ensuring that students experience a wide variety of teaching activities and that topics are taught in a fun and interesting way. It is vital that Maths lessons are memorable!

What skills will I develop from studying Maths?

As a core subject, Maths makes a major contribution to the development of students. All courses are designed for students to make the maximum possible progress in the expected skills, application and understanding within the subject itself and for everyday maths. The focus on linking maths with real life plays an integral part within lessons.

What other opportunities are available in this subject?

For anyone who needs extra time to work on their maths, there is a Maths Surgery which runs weekly after school until 4pm. These are held on a daily basis depending on which year Group you are in. All students are welcome. Maths Week takes place in July every year.

There are many opportunities available for all students within Maths including the more able. These range from extra curricular activities and puzzle days to enrichment activities within lessons and inter-tutor competitions.

What topics will I study?

Students will extend their mental calculation methods and develop their written techniques

in numeracy. They will be introduced to the world of algebra, which is the basis of all science and technology and further develop their awareness of shapes and measures and how they can describe the space we live in. Students will also understand how 'chance' events can be predicted using maths and they will use statistics to test their ideas. Where possible an emphasis will be placed on the relation of the mathematical content to 'real-life' situations, and if appropriate, practical and investigative approaches will be used. Regular assessments are carried out by staff and students enabling the close tracking of progress.

As students move through the school, they will learn how to demonstrate their ability in several areas of mathematics with a particular focus placed on showing the methods used in these skills. Where possible, mathematical content is related to 'real-life' statistics and, where appropriate, practical and investigative approaches will be used to enhance student understanding. Topics covered include numeracy, estimation, effective use of a calculator, measurement, 2/3 dimensional geometry, statistics, probability, algebra and graphs.

What courses are available post 16?

- A Level Mathematics
- A Level Further Mathematics
- GCSE Mathematics for students who have yet to reach a Grade 4 or above



What makes Media Studies special?

Media Studies gives students the chance to develop a critical understanding of the role of the media in daily life. It gives students the tools to deconstruct the messages that surround them and make sense of the world they live in. Students have a unique opportunity to study the most up-to-date developments in an ever changing industry.

What skills will I develop from studying Media Studies?

Studying this subject will teach vital life and technical skills that every employer seeks:

- Good communication: written and audio-visual
- Being able to work as part of a team
- Research skills which can be applied to any area
- The ability to organise workflow to meet deadlines
- How to analyse texts
- Learn how to film and edit video and sound

What other opportunities are available in this subject?

- As part of curriculum support, trips are planned to support students' knowledge of the subject
- Catch-up sessions run once a week
- Key Stage 5 students are encouraged to work independently during free periods in the Editing Suite, with teacher support available

What topics will I study in Years 9, 10 and 11?

YEAR 9

- Introduction to the Media key concepts
- Film Studies
- Photoshop Skills
- Film Promotion: No Time to Die and The Man with the Golden Gun
- Advertising: This Girl Can and Quality Street

YEAR 10

- Newspapers: The Guardian and The Sun
- Radio: The Archers
- Video Games: Fortnite
- Magazines: GQ and Pride
- Coursework: Creating a Media Product

YEAR 11

- Television Crime Drama: Luther and The Sweeney
- Music Videos: Justin Bieber and Taylor Swift

What career opportunities are available to Media Studies students?

With the skills gained in Media Studies, students could seek to further their studies or gain employment in the areas of: TV, film, radio, ICT, journalism, advertising, marketing, presenting, publishing, writing, editing and so much more!

What courses are available post 16?

- A Level Film Studies
- CTEC Digital Media
- A Level Media Studies



SUBJECT LEADER:
Miss S Coady

Music

What makes Music special?

Students at Cheam attend a Music lesson once a week until Year 9, when the subject becomes optional. We facilitate lessons in our purpose built Performing Arts building (located towards the upper end of the school site). Music at Cheam High School encompasses four core values: creativity, perseverance, independence and excellence and allows students to become more expressive and confident.

What skills will I develop from studying Music?

- Ensemble skills
- Solo skills
- Analytical skills
- Comparative skills
- Team work skills
- Communication skills

What other opportunities are available in this subject?

We offer a wide variety of extra-curricular opportunities that are available to students throughout the school. Our extra-curricular curriculum is very well attended and include:

- Bandeokee
- Music Technology Club
- Choir
- Music Theory
- School Production
- The Annual Christmas Carol Concert
- Extra Curricular Music

What topics will I study in Years 7 and 8?

Students in Years 7 and 8 attend a Music lesson once a week as part of their weekly timetable. Our curriculum is informed by the current National Curriculum for Music and the Non-Statutory Music Curriculum. It embodies the same values that students should 'perform, listen to, review and evaluate music across a range of historical periods'. This is achieved through the inclusion of innovative classroom/ musical technologies together with more traditional ideas.

What topics will I study in Years 9, 10 and 11?

At Year 9, Music becomes optional and students can choose to pursue our BTEC Level 2 Technical Award in Music Practice.

Students gain the theoretical skills required to succeed whilst understanding how to apply that theory within a practical context.

What courses are available post 16?

- BTEC Level 3 National Extended Certificate in Music Technology (Sound Engineering)
- BTEC Level 3 National Extended Certificate in Music Performance

SUBJECT LEADER:
Miss A Jahnke



Philosophy, Religion & Ethics

What makes Philosophy, Religion & Ethics special?

In Philosophy, Religion & Ethics we examine and evaluate what people believe and why. Students not only study the history and beliefs of the world's major religions, but also examine important philosophical and ethical themes such as the nature of life, identity and medical ethics.

What will I develop from studying Philosophy, Religion & Ethics

Philosophy, Religion & Ethics develops many skills that will help you throughout life such as:

- Reasoning
- Evaluation and analysis
- Debating
- Reflection
- Literacy
- Independent learning
- An understanding of politics

What career opportunities are available to Philosophy, Religion & Ethics students?

- Medicine
- Journalism
- Law
- Business
- Education

What topics will I study in Years 7 and 8?

YEAR 7 – WHAT DO WE BELIEVE IN?

- What is Philosophy, Religion & Ethics?
- Who is Jesus? • Judaism
- Islam • Creation stories
- Beginners philosophy

YEAR 8 – BEING HUMAN

- Sikhism
- Ethics for beginners
- Buddhism
- Genetic engineering
- Sacred spaces
- Prejudice and discrimination

What topics will I study in Years 9, 10 and 11?

- Christian theology and practice
- Muslim theology and practice
- Human rights and social justice
- Peace and conflict
- Crime and punishment
- Issues of life, death and the afterlife

Topics studied will promote thinking about 'big questions' like:

- Who or what is God?
- Is there life after death?
- Is it right to use animals for the benefit of humans?
- Is war ever justified?
- Is it ever right to use violence to make changes for the better?
- How can God exist if bad things happen?
- Can the use of the death penalty ever be justified?
- Is it right to help someone who is suffering if it breaks the law?
- Is the quality of a life more important than the sanctity of life?
- Why did the human race commit something as atrocious as the Holocaust?

What courses are available post 16?

- A level Religious Studies: Christianity and Philosophy of Religion and Ethics.



SUBJECT LEADER:
Mrs D Parr

Physical Education

SUBJECT LEADER:
Mr A Harris

What makes Physical Education special?

In line with government policies regarding the health of the nation's children, the PE department provides students with a variety of opportunities in and out of school to engage in physical activity. This allows each student to begin a lifelong involvement in sport to a level which suits the individual.

What skills will I develop from studying Physical Education?

- Sport specific skills
- Team work
- Confidence
- Knowledge of health and fitness
- Life skills

What other opportunities are available in this subject?

The department runs a wide range of extra curricular activities both at recreational and competitive level.

- There is an extensive fixture list in football and netball
- Competitive opportunities in cricket, athletics, rounders, badminton, rugby and table tennis
- The department has developed links with local clubs and external coaches
- Dance is very popular and students can be involved in contemporary and street dance clubs
- Leadership scheme to give students the opportunity to develop leadership skills

which they will be assessed. These levels will be used to arrange students into two top ability and four mixed ability, single sex groups.

Students will then experience a wide range of activities during the rest of the year including rugby, netball, dance, gymnastics, outdoor education, fitness, fielding and athletics.

YEAR 8

Students are given the opportunity to refine and develop their skills and also to develop skills in new activities such as trampolining and handball.

What topics will I study in Years 9, 10 and 11?

YEAR 9

Students begin the GCSE PE Course. At this stage, we provide an introduction to the main sections of the specification. All students will continue to experience a range of activities in their compulsory two hours of Games lessons.

YEAR 10

GCSE students will build on the information studied in Year 9. In Games lessons, they will be assessed in a range of practical activities. In Core PE, students will be introduced to new activities such as Sport Education and World Games and will be encouraged to develop their leadership qualities.

YEAR 11

GCSE students will finish the practical course and recap the three years of learning. Students will also have to participate in an external practical moderation. In Games, students will undertake further units of Sport Education and World Games. Through these units students will be given the opportunity to experience competitive sport.

What courses are available post 16?

- A Level PE
- A Level Dance
- BTEC Level 3 National Extended Certificate in Uniformed Protective Services
- BTEC Level 3 National Extended Certificate in Sport



What topics will I study in Years 7 and 8?

YEAR 7

Students will undergo a core skills unit during



What makes Science special?

The Science department makes a major contribution to the development of the intellectual and practical abilities of students. Science encourages students to attain knowledge, skills and understanding of scientific principles and apply these to new contexts. The department has excellent resources for practical experiments and offers various opportunities for the use of ICT throughout all Key Stages.

What skills will I develop from studying Science?

- Investigative skills of planning, observing, analysing and evaluating
- How to use and manipulate equipment safely
- Reasoning and debating skills
- Group and teamwork skills
- How to apply ICT skills in a scientific context
- Creative thinking

What other opportunities are available in this subject?

- Science Club gives students the opportunity to carry out further investigations including making slime, ice cream, elephant's toothpaste and flaming sugar snacks
- After school drop-in surgery sessions are available to help students with their classwork and homework
- Science Week takes place in March with a range of fun science-based activities

What topics will I study in Years 7 and 8?

Students in Years 7 and 8 will study a broad range of science topics to prepare them initially for GCSE Combined or Triple Science and later on for A Level and BTEC Applied Science.

The content is built around themes that provide knowledge and skills for the GCSE and post 16 courses, with an application to real world situations, as well as giving opportunities for deeper learning and understanding to take place. Examples of the units taught in these two years are:

- Acids and alkalis

- Energy and waves
- Human body
- Forces in action

What topics will I study in Years 9, 10 and 11?

From Year 9, students have the opportunity to develop their knowledge and understanding of science through the separate study of Biology, Chemistry and Physics. Students who take Combined Science will study all of these three subjects and will gain two GCSE grades. Students studying the single science GCSEs of Biology, Chemistry and Physics are examined separately and will obtain three separate grades.

For most students a final decision about whether they sit combined or single science GCSEs is made by the end of Year 10.

What courses are available post 16?

- A Level Biology
- A Level Chemistry
- A Level Physics
- BTEC Level 3 National Extended Certificate in Applied Science
- BTEC Level 3 National Diploma in Applied Science



SUBJECT LEADER:
Mr D Colgate

Spanish

What makes Spanish special?

Spanish is one of the most vibrant and widely used languages across the world, with nearly 600 million speakers worldwide. Apart from being so widely spoken, the Spanish culture has a rich history with arts, music, literature, sports and fashion at its centre. Studying Spanish at Cheam High School is all about communication and interaction for real purposes. Students really enjoy the games, competitions and spontaneous interaction.

What skills will I develop from studying Spanish?

Skills you will develop in Spanish include:

- Confidence in expressing yourself in another language
- Engaging with Spanish grammar develops your cognitive skills
- An appreciation of Spanish speaking countries and their culture, as well as Spanish films
- High employability: recent research demonstrates that graduates of Spanish are in a very good position when entering the job market
- Literacy skills
- Improved listening skills
- Improved ability to think creatively and critically

What other opportunities are available in this subject?

- Language events in the Learning Resource Centre
- Pen-pal project with Spanish schools

What topics will I study in Year 8?

An introduction to Spanish is offered to all Year 8 students in an extra-curricular club. Students will study the language needed for everyday interaction. Work on routines features heavily throughout lessons from start to finish and the natural interaction that arises from classroom situations will enable students to become confident speakers very quickly. Students also study a range of Spanish paintings and the Mexican film 'Coco' as well as Latin American culture. Students also produce a page about their likes and dislikes for a class book.

What topics will I study in Years 9, 10 and 11?

Students who show an aptitude for Spanish and who would like to learn the language will have the opportunity to do this as a second or third language in Year 9.

YEAR 9

- Communication in Spanish and establishing the routines
- School subjects and life at school
- Film 'Coco' as a context to study Spanish traditions and festivals such as 'El Día de los Muertos'

YEAR 10 AND 11

In Years 10 and 11 students work towards the GCSE course focusing on topics such as holidays, health, education and work, family and relationships and social issues. The skills of speaking, writing, listening and reading are all developed with a central focus on target language teaching and interaction.

At the end of Year 11, students sit their exam with a listening, reading, writing and speaking exam; each element is worth 25%.

What courses are available post 16?

- A Level Spanish

SUBJECT LEADER:
Mr S Robson





CHS SIXTH FLOOR

novatech





Cheam High School

"An Outstanding School"

OFSTED 2015, 2010 & 2007

Headteacher:

Mr P Naudi MA (Oxon)

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Sixth Form Telephone: 020 8254 6857



Cheam Academies Network

Chief Executive Officer:

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Cheam Academies Network (trading as Cheam High School) is a company registered in England and Wales, company number 07588097, registered address Cheam High School, Chatsworth Road, Cheam, Surrey, SM3 8PW. VAT registration number 120409266.

Our MAGT Provision

MAGT: More Able, Gifted and Talented

At Cheam High School all students are stretched and challenged in lessons. However, in addition to this, we provide additional targeted support and enrichment for our most able and talented students.

How do we select students?

We identify our most able students by looking at KS2 SAT data in English and Maths, as well as internal CAT and baselines tests. If students have scored particularly highly, they are placed on the MAGT register. This means that they have a KIP (Key Indicator of Performance) target grade of band 7, 8, 9 and are normally in teaching set 1 or 2 and have the potential to achieve grades 7-9 at GCSE.



2024 GCSE Success

There were 141 grade 9s across the cohort and a range of subjects.

43 students gained 8 or more 7+ grades with 74 students gaining 5 or more 7+ grades.

Over 307 students gained eight or more GCSEs and over 767 7+ grades were achieved.



Summer School

In previous years the Summer School was held solely for MAGT students, however, we have recently changed this to include all students. The Summer School is held every summer during the first week of the summer holidays. Year 6 students joining us in September are invited to attend.

The summer school is open to all students to ensure a smooth transition to secondary school. The students take part in a range of activities including PE, Food Tech, History, English and Science. Within all activities there is focus on stretch and challenge.



Enrichment

AT KS3

During Year 7 and Year 8 we aim to offer our students a wide range of learning experiences outside the formal curriculum. An example of this has been our recent range of inspiring careers talks offered to KS3 students, the highlight being when a junior doctor spoke about the challenges and rewards of his job and explained his route into the profession. Students were highly engaged and excited to learn as much as possible about the medical profession. We also offer mentoring for Year 7 and 8 students to help them achieve their full potential, as well as lessons on revision skills



and high-level thinking skills. Last year we advised Year 8 MAGT students on how their GCSE options can impact on their university choices in order to enable them to make the most informed decisions. We also run sessions for parents/carers to offer advice on how to best support our MAGT students outside of school.

AT KS4

Throughout Years 9, 10 and 11 our priority is to ensure that students are supported, inspired and enriched. One of the ways we do this is through our extra-curricular opportunities. Each year we have run a range of workshops to help students develop revision/memory skills and to prepare them for their GCSE exams. In addition, last year we had a trip to Roehampton University in which the students were able to attend a lecture, a seminar and work on a variety of tasks to gain an insight into life at university.

The Year 10 and 11 students also accessed support from a Cambridge Professor who came in to talk about how to gain access to a prestigious university. They were also offered the chance to attend various talks

and sessions on high aspiration careers such as medicine. In addition, the students were also invited to attend our Year 13's EPQ presentation.

AT KS5

During Year 12 and 13 our MAGT students are exposed to a variety of activities which are aimed at providing opportunities for outstanding development beyond the formal curriculum. The cohort in Year 12 are identified early, based on their GCSE results. From October we run regular meetings with the students, where they are able to meet each other, discuss future plans and receive support both in terms of their subjects and super-curricular activities. We organise additional learning opportunities both internally and externally for our more able students.

A selection of those on offer are listed below:

- Oxbridge Information Evening – Oxford and Cambridge University Admissions Tutors
- Oxford Target Schools – Oxford University
- Cambridge University Masterclass lectures
- K+ programme – Kings College
- A* Awards – British Institute of Technology and E Commerce
- Sutton Trust summer school application support
- Stress management workshop
- Interview technique workshop
- Extended Project Qualification (EPQ)



Results 2024

Examination Results

Summer 2024, another excellent year...

Year 11

82% 4+ in English and Mathematics

We were delighted as these results reflect all the hard work of students, as well as all the work undertaken by staff in preparing students for their new examinations. Both English and Mathematics achieved 82% at 4+ (equivalent to the old C grade). The new "tougher" measure of 5+ grades in both English and Mathematics is a challenge for all schools nationally. We were very pleased to see that 61% of our students gained this outcome in both subject areas, again well above national average figures and an improvement on last year.

Results in other subjects were also very strong as can be seen in the graphs. If the old 5+ in English and Mathematics figure still existed, then we would have achieved 82% of students with C+ across five subject areas including English and Mathematics.

Subject Achievements

There are many excellent subject achievements, and the graph below indicates these outcomes. Top grades were achieved across the range of curriculum areas including:

Curriculum area	7+ or A or A*
English	97
Mathematics	111
Science	207
Modern Foreign Languages	85
Humanities	84

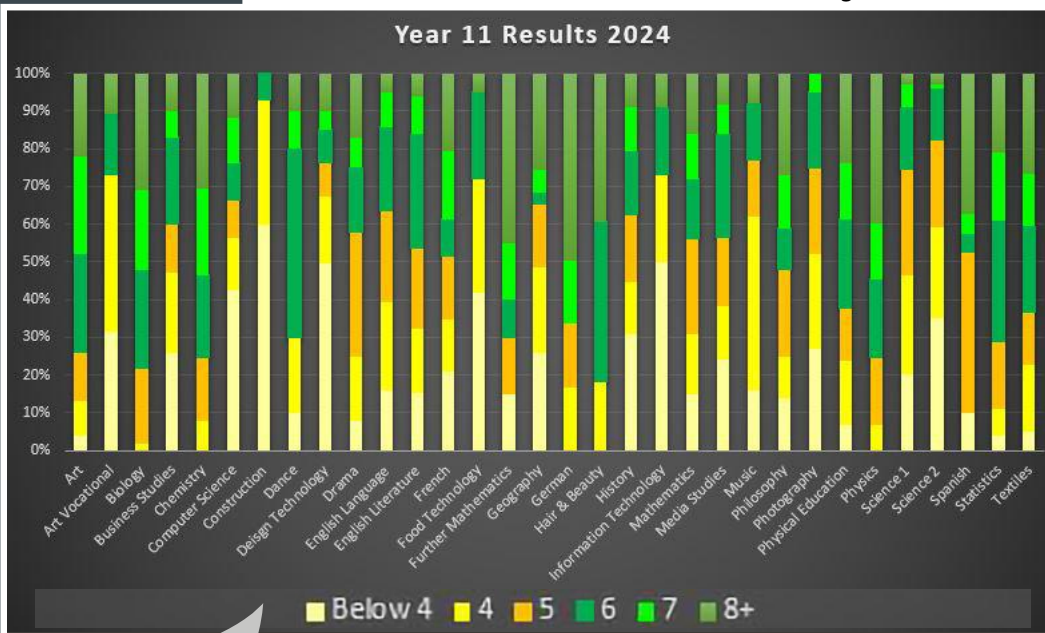
Students of all abilities have exceeded many of the accomplishments of last year.

At the highest level, 43 students gained eight or more 7+ or A* and A grades with 74 students gaining five or more A*A or 7+ grades. Over 307 students gained eight or

more GCSEs and over 767 A* and A grades were achieved. 49% of those taking the EBacc combination of subjects gained 5+ in all areas equivalent to 20% of the cohort and 70% of those taking the EBacc combination of subjects also gained 5+ in English and Mathematics.

In individual subjects there were some excellent results with the Mathematics and English results continuing to be

outstanding and results in Biology, Chemistry, Physics, Languages, Dance, Drama, Further Mathematics, Media Studies, Music, Hair, PE, Philosophy, Statistics and Textiles far exceeding national figures.



Results 2024

Sixth Form

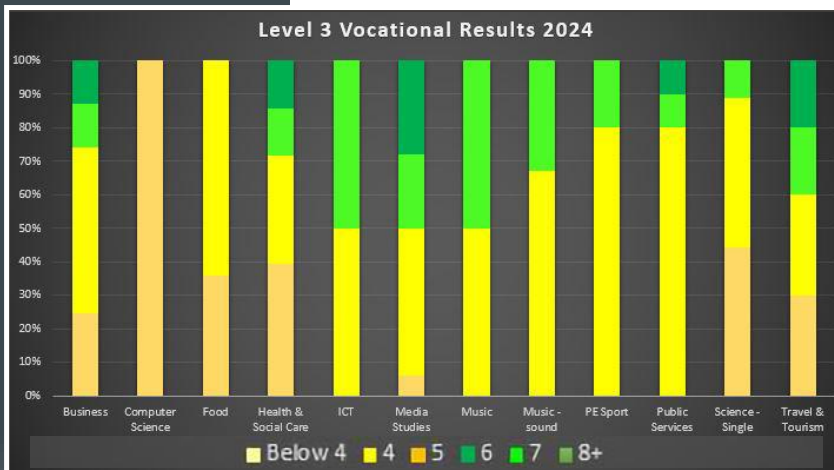
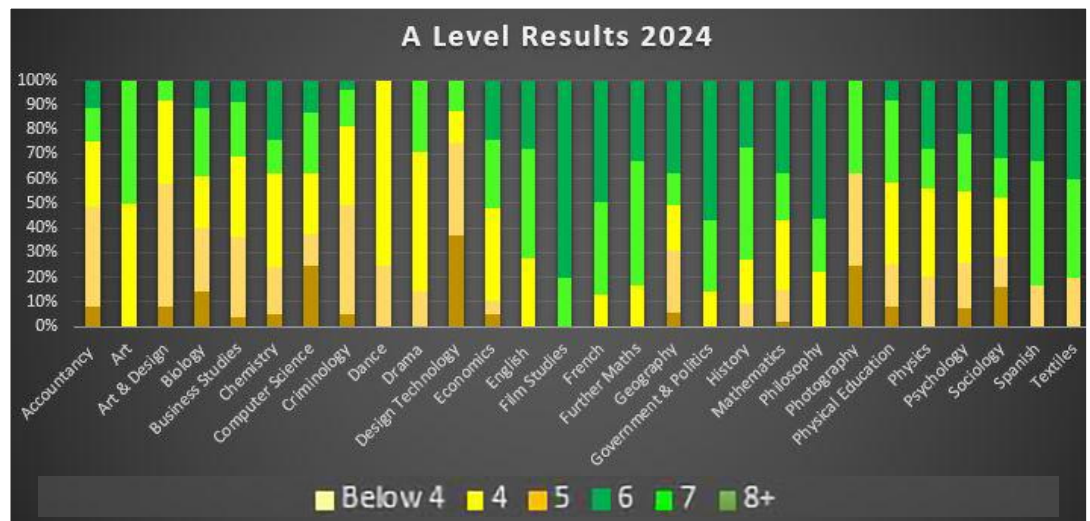
We are very proud of our students who work very hard from a range of different academic starting points. They make excellent progress over their time in the Sixth Form, and their results reflect this.

The school offers both traditional academic A Level courses in 25+ subjects as well as vocational Level 3 courses in 12+ different areas. Students are able to take all A Level courses, all vocational courses or a combination of the above.

Results in 2024

Results were very strong once again, following a successful year in 2023. Highlights include:

- 22% of entries graded at the top grades ie A or A*; Distinction or Distinction*
- 48% of entries graded at B grade or higher (A Level) or Merit or higher (vocational)
- Pass rates exceeding national averages at A Level and vocational Level 3.



Subject Achievements

There are many excellent subject achievements, and the graphs above and left indicate these outcomes. Top grades were achieved across the range of curriculum areas including:

Curriculum area	A or A* or equivalent
Business	21
English/Humanities	36
Languages	6
Mathematics	22
Social Sciences	35
Science	18

Good Luck to Year 13

Over 160 students have taken up university places, having achieved the grades needed for their chosen courses. An increasing number have progressed onto apprenticeships or are starting their working career. We wish them every success for the future.



Cheam High School, Chatsworth Road, Cheam, Surrey, SM3 8PW

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Website: www.cheam.sutton.sch.uk • X: [@cheamhigh](https://twitter.com/cheamhigh)

Headteacher: Mr P Naudi MA (Oxon)

What Ofsted Say

We are delighted to have been judged outstanding by Ofsted in the last four inspections. Full reports can be found [on the website](#).

This booklet contains quotations from the most recent full report and Mathematics Inspection.



Our last inspection grades are outstanding in all categories:

Ofsted Inspection 11-12th February 2015

Overall effectiveness	1	Outstanding
Leadership and management	1	Outstanding
Behaviour and safety of pupils	1	Outstanding
Quality of teaching	1	Outstanding
Achievement of pupils	1	Outstanding
Sixth Form provision	1	Outstanding

Previous inspections were also judged outstanding:

Previous Inspections

Mathematics Subject Inspection	February 2012	Outstanding (1)
Full Inspection	May 2010	Outstanding (1)
Full Inspection	January 2007	Outstanding (1)

The Achievement of Pupils is Outstanding

- Progress is outstanding overall and in many subjects.
- The percentage of students attaining five good GCSE grades including English and mathematics has been well above average for several years.
- Over recent years, most students have made outstanding progress.
- Sixth formers achieve academic and work-related qualifications which reflect the outstanding progress they make.

The Quality of Teaching is Outstanding

- Teachers' expert knowledge and passion for their subject, combined with students' enthusiasm to learn, generates high-quality learning and rapid progress. Teaching is outstanding in the majority of lessons.



- Teaching is often inspirational, stimulating, and enjoyed by students. The quality of marking is exemplary in several subjects. Teachers are enthusiastic and always keen to improve their practice.
- The outstanding learning support assistants and pastoral team are the key reason

why practically all students overcome their learning or personal difficulties.

- Careers advice and guidance is well organised and effective. Starting in Year 7, students are encouraged to have high aspirations and reflect on the impact of their education on their futures.



The Sixth Form Provision is Outstanding

- The Sixth Form gives students a valuable education that matches their wide range of needs; it prepares them extremely well for their futures.
- Students make outstanding progress in most work-related courses and attain a high percentage of distinctions. Progress in academic qualifications is also excellent.
- There is much outstanding teaching.
- Sixth Formers mature into thoughtful, considerate young adults. They are very well prepared for the next stage of their education, training or work.
- Over 160 students went to university and it is rare that the rest, including PEP students, do not proceed into higher education, training or employment.



- The specialist provision for a group of Sixth Form students with statements of special educational needs is outstanding. It reflects the school's determination to give all students the best possible start to their future lives.
- Leadership and management of the Sixth Form are outstanding.

The Behaviour and Safety of Pupils are Outstanding

- The behaviour of pupils is outstanding. Underpinning this are the strict routines and expectations set by all staff.
- Students' behaviour is exemplary in lessons and around the school. They are keen to learn and get on well with each other whatever their backgrounds.



- Procedures for safeguarding and child protection are outstanding and contribute to students feeling safe and confident at school.
- A high priority is given to informing students about e-safety, particularly the dangers of social media, and making them aware of the school's zero tolerance of bullying.
- Students' personal development has a high profile. The personal, social and health education programme tackles topical, controversial and challenging issues head on.
- The LIFE* course particularly is outstanding and contributes significantly to students' preparation for life in modern Britain. It epitomises the school's anti-discrimination stance, its equality of opportunity for all and its inclusive community. The course is regularly updated to respond to students' requests and current issues.

*LIFE is the school's Personal, Social, Health and Citizenship Education (PSHCE) programme.

The Leadership and Management are Outstanding

- The headteacher's, senior and middle leaders' and governors' excellent leadership and management underpins everything that the school achieves.
- Leaders, overseen by governors, monitor students' achievement and the quality of teaching accurately and support swings into place for any students who need it. Teachers welcome the excellent training provided to extend their skills.
- The school community is purposeful in a calm atmosphere, so that high-quality teaching and learning flourish.

Mathematics Department Judged Outstanding by Ofsted

ACHIEVEMENT IN MATHEMATICS IS OUTSTANDING

"Students make outstanding progress... to reach standards that are above average at Key Stage 3 and significantly above average at Key Stage 4.

The school's records show strong progress across all years, and this is also apparent in lessons and students' work."



QUALITY OF TEACHING IN MATHEMATICS IS OUTSTANDING

"Teachers use their strong subject knowledge and careful monitoring of each student's progress to structure lessons extremely well and customise activities to individual needs. They radiate enthusiasm, high expectations and a deep commitment to raising progress, which increases students' confidence that they can succeed and helps them to make excellent progress."





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Admissions

Information for **September 2025** Entry

Cheam High School is part of the Pan London Coordinated Admissions Scheme for Secondary Admissions

The Admissions process - your questions answered

We know that the application for transfer for high school is very complicated and very stressful, particularly if you are making an application for the first time.

We appreciate that you will have received a great deal of general information already, however, this leaflet has been specifically designed to help you understand our admission process and also has FAQ that you may find helpful.

What are Cheam High School's admission criteria for transfer to high school?

The information to the right is based on the full criteria laid out in the school's Admission Policy. However, you need to read the full Admission Policy for clarification on definitions, conditions or the processes that are used to allocate places and should not use the information to the right as the official criteria. The Admissions Policy can be found on the school website under the *Joining Us* heading or can be requested from the school.

Admissions criteria

There are 320 places in Year 7 for 2026 entry.

Up to 290 places are available as follows:

CRITERION 1: To those children designated as looked after children or previously looked after children (usually very small numbers).

CRITERION 2: To those with exceptional circumstances ie social welfare reasons or medical grounds (usually very small numbers).

CRITERION 3: To those with siblings attending the school at the time of allocation unless the sibling is expected to leave before the admission date.

CRITERION 4: To children of staff (subject to certain conditions).

CRITERION 5: To children on the basis of proximity to the school.

Up to 30 places are available as follows:

CRITERION 6: To children who live within 1.1 km of Dorchester Primary school (Worcester Park) with those living nearer to Dorchester Primary School being given the higher priority. (See over for more information).



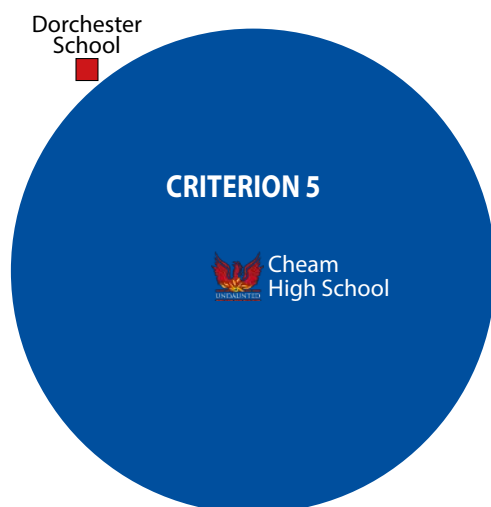
Every school has admission criteria. They show the order in which students are offered places if there are more applications than places. Schools have to follow their admission criteria.



Explaining distance criteria

CRITERION 5

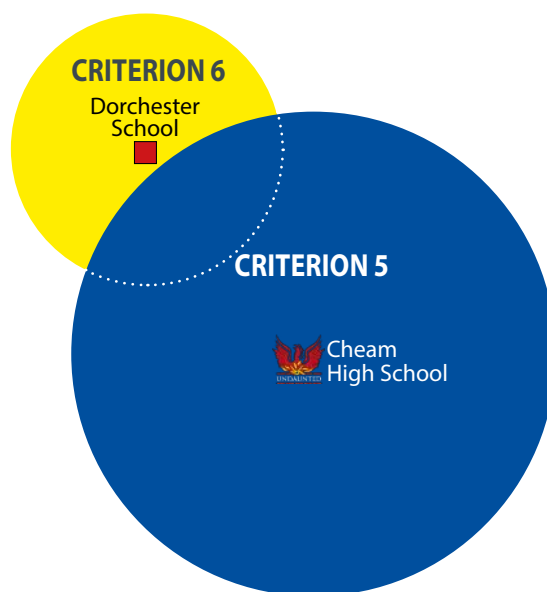
All students who have not been offered a place under Criteria 1-4 will be considered on distance criteria. Criterion 5 is based on distance from the school.



CRITERION 6

If you live within 1.1 km of Dorchester Primary School (Worcester Park) and do not get an offer under previous criteria including Criterion 5 (distance from the school) then you qualify for Criterion 6.

There are **up to 30 places** available which are ranked on distance from Dorchester Primary School.



NB: The size of the distance circles will vary from year to year. These diagrams above are NOT to scale.

Key dates and deadlines

31st October 2024 - Closing date for applications. Applicants must name Cheam High School on their application if they wish to be considered for a place at the school.

1st March 2025 - Successful applicants will receive their offer, in common with schools nationally.

Further information

For further information on the application process please contact the school's Admissions Officer by phone on 020 8644 5790 or email admissions@cheam.sutton.sch.uk

The school's full Admission Policy and other admission information is available on the school website (under *Joining Us*).



Admissions FAQs

Q: DO I HAVE TO PUT A SCHOOL FIRST TO STAND A CHANCE OF BEING OFFERED A PLACE?

No. All schools will apply their admission criteria to all applicants equally. Schools do not know what order you have chosen. Schools will simply put all their applicants in order, using their admission criteria.

Q: DOES THIS MEAN THAT I COULD GET OFFERS FROM MORE THAN ONE SCHOOL?

No. If more than one school tries to offer you a place, then your home Local Authority will look at your list of school preferences and give you the one you said you wanted most eg, if you get offers from your second choice school and your third choice school, then the third choice school will be rejected for you and you will get the offer from your second choice school. This means that the order you put schools down must be the one that you truly want.

Q: I LIVE ON THE EDGE OF WORCESTER PARK NEAR SURREY. DO I HAVE TO PUT SURREY SCHOOLS FIRST TO STAND A CHANCE?

You are allowed to put down any school from any local authority and you will not get penalised for this.

Q: DOES PUTTING THE SCHOOL DOWN IN A CERTAIN ORDER INCREASE MY CHANCE OF A PLACE?

If you put us first and we offer you a place then you will receive that offer. If you put another school before us and they offer you a place then you will get their offer. This means you must make sure the order of schools you put down is right for you.

Q: MY CHILD HAS A BROTHER OR SISTER AT CHEAM WHO LIVES WITH US. DOES THAT MEAN I AM GUARANTEED A PLACE?

Siblings are considered before any distance criteria in line with our admission criteria. In the last ten years, all siblings have qualified for an offer of a place (except where there were late applications). However, we cannot ever guarantee a place before all applications have been considered. (See Admissions Policy for definition of brother/sister).

Q: IF I ALREADY HAVE CHILDREN AT THE SCHOOL, DO I NEED TO APPLY FOR MY YEAR 6 CHILD?

If you want your child to come to Cheam, you MUST apply in the same way as other applicants. We will not offer you a place if you do not apply.

Q: I LIVE 1.5 KM AWAY FROM THE SCHOOL. DOES THIS MEAN MY CHILD WILL BE OFFERED A PLACE ON DISTANCE CRITERION FROM THE SCHOOL?

We have offered places to children at that distance (and beyond) in the past. We have also had years when we have not gone that far out. It depends on where children applying to the school live.

Q: I AM BEING TOLD THAT I LIVE TOO FAR AWAY TO GET A PLACE? IS THIS TRUE?

We get parents/carers each year who tell us that they have been told this - and then are upset when children in their road get offered a place. It will depend on the distribution of applicants in that year. However, if you live a very long way away, then clearly it would need exceptional circumstances for us to offer a place. We would advise you to make an application to the school if you wish to come. We will not be able to offer you a place if you do not apply.

Q: IF I GET A PLACE AT ANOTHER SCHOOL, DOES THAT MEAN YOU WILL NOT OFFER ME A PLACE IF ONE BECOMES AVAILABLE AT A LATER TIME?

Once offers have been made, you can go onto our waiting list. This then means you can be considered for any future place. The school will continue to use its admission criteria to decide the order on the waiting list.

Q: I LIVE CLOSE TO ANOTHER SCHOOL – BUT WOULD RATHER MY CHILD COME TO CHEAM. IF I PUT YOU FIRST AND DO NOT GET A PLACE, WILL I LOSE OUT ON MY LOCAL SCHOOL THAT I PUT AS LOWER CHOICE?

Schools do not know where you have put them on the application form. They will treat you equally with all other applicants.

Q: MY CHILD HAS A DISABILITY - CAN THEY STILL BE OFFERED A PLACE?

Yes, provided that we can meet their needs. The school has a policy of inclusivity and does not discriminate on the grounds of having a disability.

Q: DO I HAVE TO FILL IN A SUPPLEMENTARY FORM FOR CHEAM?

No. You do not have to fill in a supplementary form for Cheam. We get all the information we need from the Local Authority who processes your application.



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OFSTED 2015, 2010 & 2007

Headteacher:

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