



# YEAR 6 INDUCTION EVENING

Welcome from all our  
students, staff and  
Governors.



# YEAR 6 INDUCTION EVENING

Welcome from all our  
students, staff and  
Governors.



Mr Harris  
Headteacher



Mr Cresswell  
Deputy Headteacher  
Curriculum



Mr Randle  
Deputy Headteacher  
Pastoral



Mrs Sprouting  
Assistant Headteacher  
Safeguarding Lead



Ms Mohamed  
SENDCo

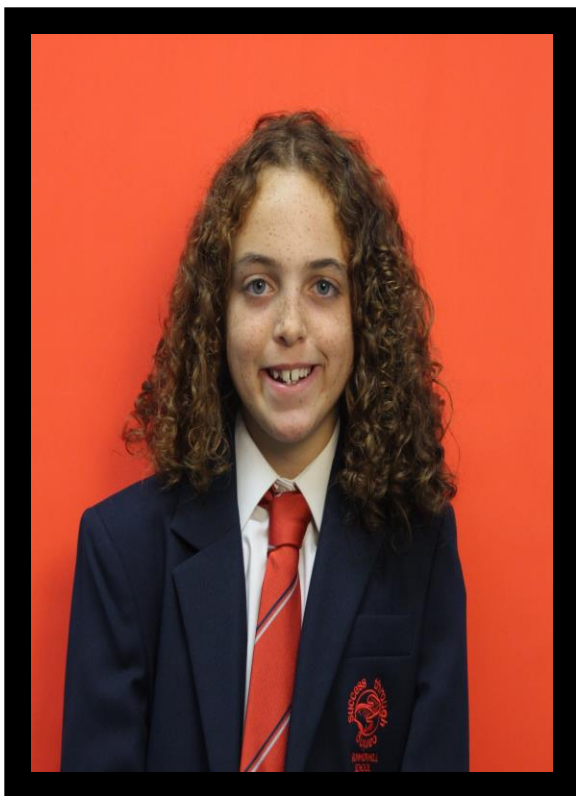




Elijah Chamberlain  
Head Student  
Pegasus House Captain



Maria Marneris  
Head Student  
Draco House Captain



Betsy Baggott  
Orion House



Carter Wilkins  
Ursa House



# REACH YOUR POTENTIAL

- Challenge/Struggle
- More than a classroom
- Expectations
- Whole student
- Opportunities



# Recent Ofsted report....



1. 'Community and togetherness are at the heart of this wonderful school'.
2. 'Summerhill School has the children at the forefront of everything they do. Summerhill School is a family' Parent view'.
3. 'Pupils are safe and demonstrate excellent behaviour'.
4. 'The school places a strong emphasis on pupils' personal development'.
5. 'The school has successfully embedded high expectations around pupils' learning and behaviour'.
6. 'In all year groups, positive relationships between staff, pupils, parents and carers help pupils to be confident and happy'.





1. The opportunity to be part of a Residential experience.
2. A visit to a Theatre Performance/Museum/Sporting event.
3. To visit a Higher Education provider.
4. Works experience – world of work week.
5. Opportunity for an overseas trip.
6. Represent the School in a production/ evening event/ sporting event/ House event/CCF/DofE



# Reading at Summerhill



# Look at this graph. Can you work out what it tells us about reading and exam results at Summerhill?

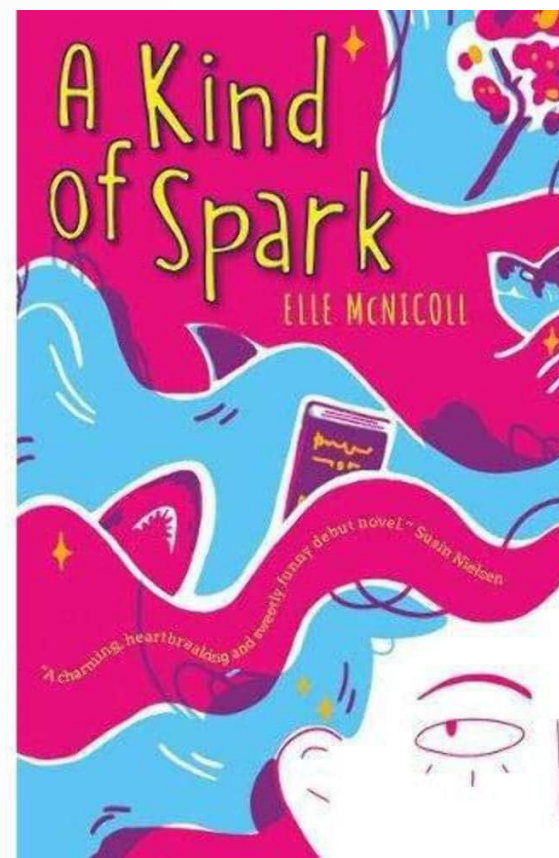


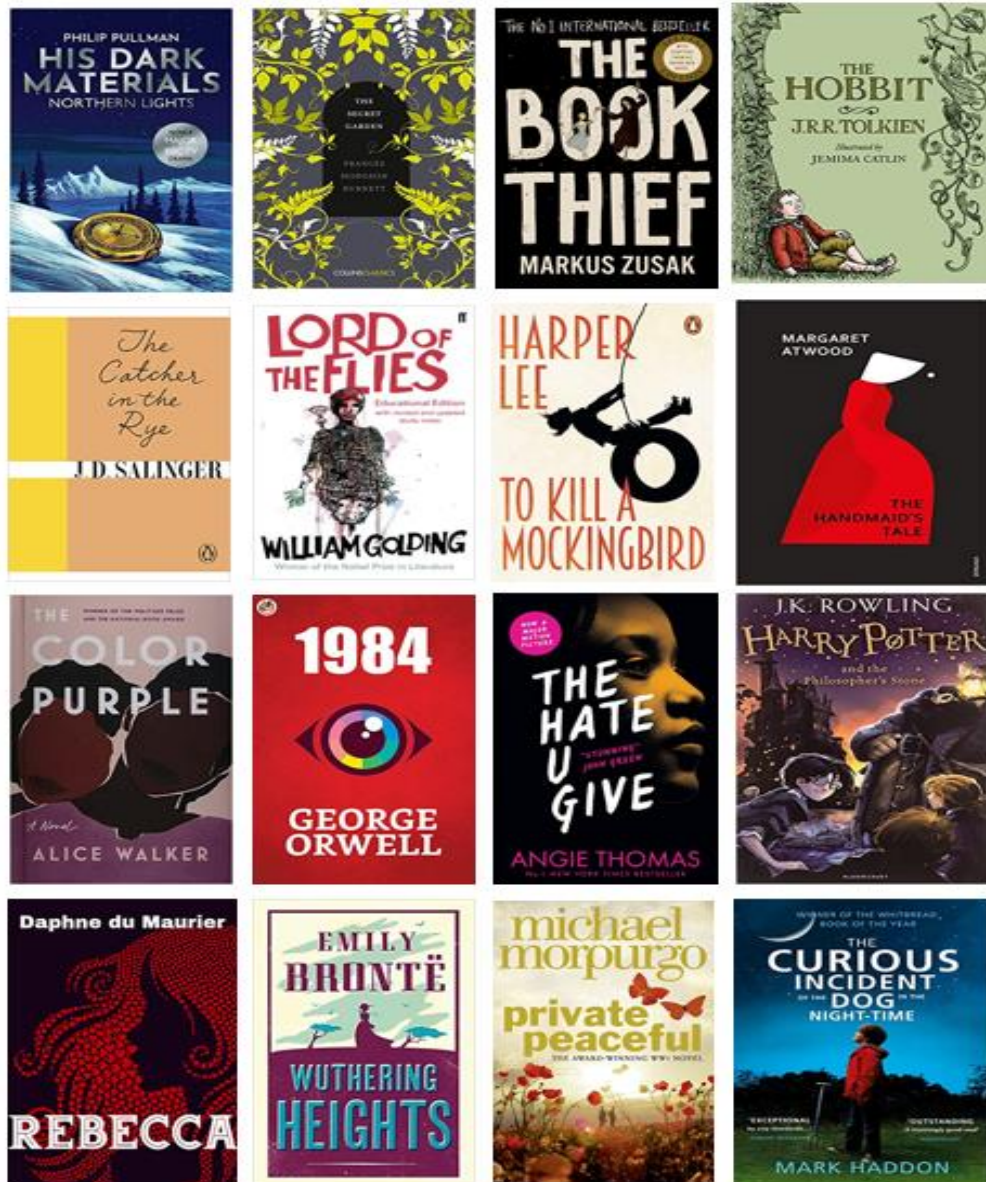




Reading at Summerhill

+





# 16x16

16 books you should read by the time you are 16...

Northern Lights – Phillip Pullman  
 The Secret Garden – Frances Hodgson Burnett  
 The Book Thief – Markus Zusak  
 The Hobbit – J R R Tolkein  
 The Catcher in the Rye – J D Salinger  
 Lord of the Flies – William Golding  
 To Kill a Mockingbird – Harper Lee  
 Handmaid's Tale – Margaret Attwood  
 The Color Purple – Alice Walker  
 1984 – George Orwell  
 The Hate U Give – Angie Thomas  
 Harry Potter and the Philosopher's Stone – J K Rowling  
 Rebecca – Daphne Du Maurier  
 Wuthering Heights – Emily Bronte  
 Private Peaceful – Michael Morpurgo  
 The Curious Incident of the Dog in the Night-time – Mark Haddon

...and 5 non-fiction texts worth reading too!

You are a Champion - Marcus Rashford  
 A Short History of Everything - Bill Bryson  
 Gotta Get Theroux This - Louis Theroux  
 The Diary of a Young Girl - Anne Frank  
 I Know Why The Caged Birds Sing - Maya Angelou

There will be lots of support in choosing books that are highly recommended and perfect for you.



# Reluctant Readers

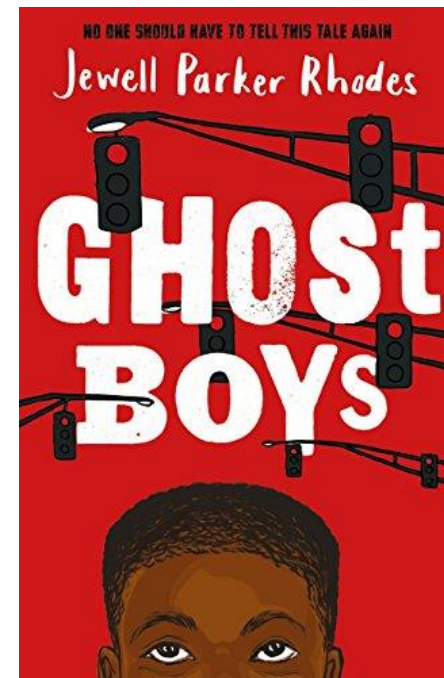
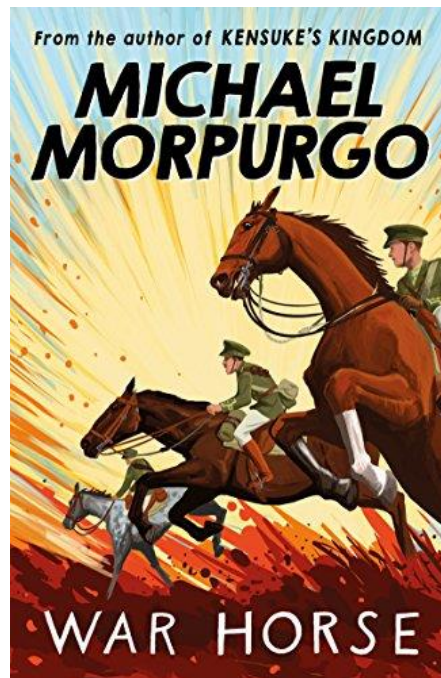
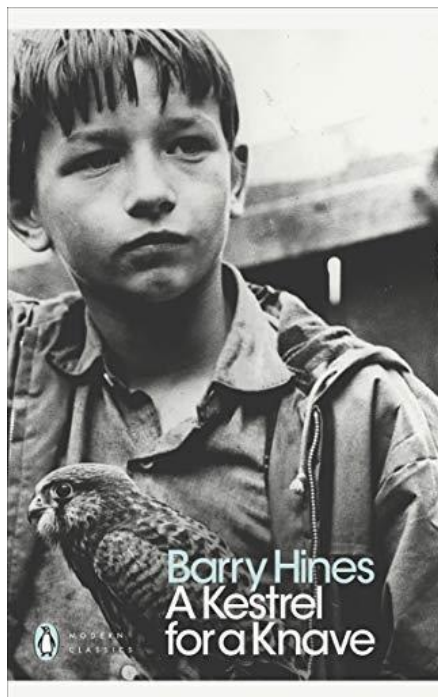
For students who struggle to find a book they enjoy or stick with, we recommend these great titles as a starting point:

**The Maze Runner – James Dashner**

**A Kestrel for a Knave – Barry Hines**

**War Horse – Michael Morpurgo**

**Ghost Boys – Jewell Parker Rhodes**



# Free Book Friday!



Each Friday, a **free book** from the vending machine is awarded to students who have demonstrated excellent effort and ability in reading.

This week's winner is...

**Katie Sharratt PHW**

Awarded for: Going out of her comfort zone and exploring wider types of reading and storytelling.

**Could it be your turn next week?**



# The Summerhill Dictionary



YEAR SEVEN

## Physical Education



by (noun)

ity to perform an action or hit a target exactly as intended.

e: Her accuracy in throwing the ball helped the team win.

(adjective)

l exercise that improves the efficiency of the body's cardiovascular system in ng and transporting oxygen.

e: Running is a good aerobic activity that strengthens the heart.

ble (adjective)

l exercise that is intense enough to cause lactate to form, typically involving short f high energy.

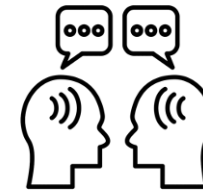
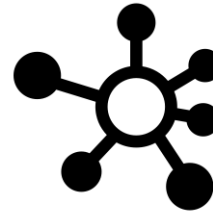
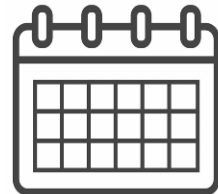
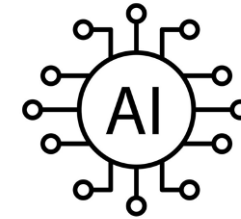
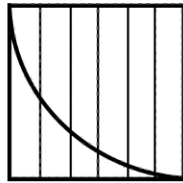
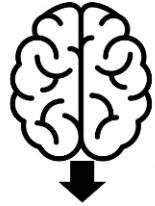
e: Sprinting is an anaerobic exercise that builds muscle strength.

(verb)

ine something in detail to understand it better or to draw conclusions.

e: We need to analyse our game strategy to improve our performance.

# Summerhill Study Skills Year 7





The SHED Method



Self-quizzing



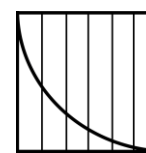
Brain Dump



Flash Cards



Time Management



Memorising



What, where, how?



Revision Planning



Metacognition



Note-taking



Practice



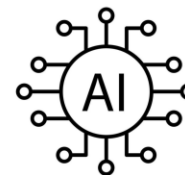
Managing anxiety



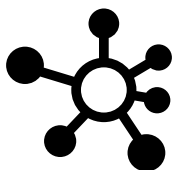
Summarising



Staying focussed



Using AI



Mind maps



Paired revision

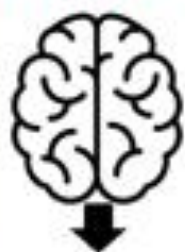


Effective reading



# 8 active revision strategies you could try

## Brain Dumps



A good starting point for revision is to write everything you can remember about a topic on a piece of paper. Then look at your notes and, in a different colour, add the things you forgot. You could follow this up by organizing what you have written into different sections or headings.

## Self-quizzing



Writing questions to test yourself about a topic is a great way to make sure you understand the content. Start by reading your notes or revision source, then think about the type of questions you could write to help you recall the information when you are revising.

## Flash cards



Like self-quizzing, making flash cards helps you think more deeply about a topic. When you have made them, use them by creating three piles: 'know', 'know some of' and 'don't know'. Always start with the 'don't know' pile when revising. How big can you make the 'know' pile?

## Active Reading



Instead of just reading information, make it a more active process. Ask yourself questions about what you've read, summarise the main points, test your memory of the content, turn the information into something new (using your own words).

## Paired Revision



Revising with another person can be a really effective way of checking that you really know a subject. Ask each other questions, check and correct your understanding and motivate each other by setting goals and using praise. It doesn't have to be another student- family members works too!

## Note-taking



Turning your learning into notes is an effective and active way of revising something. After you have read (or watched) some information, cover it up and write it down in your own words. Write down the big ideas, summarise key points and maybe even add drawings that will help you remember better.

## Practice Papers



Applying what you have learnt to exam questions and practice papers is one of the most effective revision strategies you can try. In tests, assessments and exams you will be required to turn your knowledge into answers, so practicing how to do that is an essential part of your preparation.

## Mind Maps



Making a mind map can be an effective way of organizing your thoughts and knowledge and making sense of what you need to know. It's easy to make links between information in a mind map and pictures can be added to help you not only visualize the learning but also make it look great!

## What is active revision?

Many students revise by reading notes, highlighting and watching online videos. While this can be useful, it is quite *passive*. This is because your brain isn't being asked to work particularly hard when doing these activities. The best learning takes place when your brain is working harder. Think of it as being like a gym- if you have an easy workout in the gym, it is unlikely to help increase your fitness much. Active revision involves activities that require a bit more effort. Making notes, self-quizzing, using flash cards, mind maps, brain dumps, practice questions and paired revision are all examples of *active* revision. What they have in common is that you are *thinking* more and *doing* more- it's a much better workout for the brain than just reading notes.







Courage  
Ambition  
Respect  
Effort



**Ready  
Respectful  
Safe**

## Verbal Warning

- Not logged but made very clear
- Student informed to stop doing the action

## C1

- Verbal warning given
- Reflect on the warning and improve your behaviour

## C2

- 'C2' is issued on Arbor by the class teacher
- 20 minute after school detention (restorative conversation)
- Arbor Message Home If not completed, escalates to a 40 minutes next day after school detention with HoD and subject teacher – Restorative conversation to take place.

## C3

- 'C3' issued to student verbally and entered on Arbor
- minute detention – Arbor Message Home – Restorative Conversation
- If detention not completed, escalate to 60 minute after school detention

## C4 Parked

- Removed to a parking classroom
- "Parked" logged on Arbor
- 60 minute detention – Arbor Message Home
- Restorative conversation with student, class teacher, and/or HOD
- If detention not completed, escalate to House escalation

## C5 On Call

- Refusing parking – Immediate isolation
- Serious incident – On Call will collect you and take you to isolation
- detention and / or other appropriate consequence – Arbor Message Home
- Restorative conversation with student, class teacher, and Pastoral Team

# Rewards

## Immediate Lesson Rewards

Name on the recognition board  
Post-It note on the desk  
Star of the lesson award  
Praise postcard home  
Phone call/text message home  
Work being displayed  
Verbal praise and written comments in exercise



## Subject Point

A subject point is awarded in every lesson to those students who show good behaviour, punctuality, effort and make the required progress within lesson.

## House Star

Awarded by staff to those students who have made outstanding contribution to their house. Two are awarded per teacher per half-term.



## Positive Points

Work hard in lessons and around school to earn positive points. Collect points to earn your year group badges.

Courage	400 points
Ambition	800 points
Respect	1200 points
Effort	1600 points



Remember the more positive points you receive the higher the chance of gaining a trip/reward at the end of each term (School Disco, Pizza and DVD afternoon, Alton Towers).

## Department Postcard

Work hard in subjects to show outstanding effort, work ethic and progress and receive a department postcard and Lunchtime queue pass.



## Senior Leadership Postcard

Be awarded a Leadership Postcard as recognition for continued work ethic, progress or behaviour around the school site/community and receive a postcard hard home and lunchtime queue pass.

## Head teacher Phone call

Phone call home made by the Headteacher at the end of each week for exceptional work or contribution towards the Summerhill School Community.



## Feel Good Friday Call

Calls will be made home every Friday by members of staff to praise them for their hard work in and around the school.

## Attendance Rewards

Ensure you attend school every day to help your form win the weekly attendance trophy. Remember the form who wins the trophy the most times over the year will be rewarded with a trip at the end of the year.

Keep your attendance at 100% for the chance to win a £10 amazon voucher fortnightly.





# Attendance matters



SUMMERHILL SCHOOL

**Green = 100-97%**

**Yellow = 96.9-95%**

**Orange = 94.9-93%**

**Purple = 92.9-90%**

**Red = 89.9% and below**

100%	0 days	0 lessons	No risk of underachievement
99%	1 day	6 lessons	No risk of underachievement
98%	3 days	18 lessons	
97%	1 week	30 lessons	
96%	1.5 weeks	42 lessons	Risk of underachievement
94%	2 weeks	60 lessons	Serious risk of underachievement
94%	2.5 weeks	72 lessons	
92%	3 weeks	90 lessons	Severe risk of underachievement
90%	3.5 weeks	120 lessons	Extreme risk of underachievement

# Uniform



SUMMERHILL  
SCHOOL



- Navy blazer with House colour lining and House colour school logo
- Full length tie in House colour with fine navy and grey stripes.
- White collared shirt that can be buttoned up to the neck and is of a length so that it is kept tucked in at the waist.
- Navy jumper with House colour trim around the neckline (optional).
- Mid grey formal trousers or skirt.
- Skirt and trousers must be tailored and not jersey, stretchy or tight material. Skirts can be straight or pleated but no skater skirts. Skirts must be an appropriate length, no shorter than 6cm above the knee.
- Black polishable school shoes (no heels, sued, canvas or logos).
- Tights should be black in colour, socks should be of a dark colour.

*Hoodies are not permitted on school site*

# PE kit



SUMMERHILL  
SCHOOL

## PE KIT



- Navy PE polo shirt with colour panels on the side
- House Colour/Navy reversable long sleeve PE top
- Navy PE shorts
- Navy PE leggings (optional) – must be “squat proof”
- Navy PE socks
- Navy PE tracksuit bottoms (optional)
- Trainers (suitable for running)
- Studded football boots

Swimming cap (any colour)

Swimming – Girls – one-piece swimming costume (Navy or Black)

Swimming – Boys – one-piece swimming costume (Navy or Black)



# Meet your House Team

## Draco House

Mr Glattback  
Head of House



Mr Reynolds  
House Officer



## Orion House

Mr Allen  
Head of House



Mrs Fisher  
House Officer



## Pegasus House

Ms Stevens  
Head of House



Miss Steventon  
House Officer



## Ursa House

Mr Wollerton  
Head of House



Miss Reeves  
House Officer





# DRACO









## PGL Rewards Trip

Boreatton Park, near Shrewsbury

July 2025

In Half Year Groups

Staying in Lodges with 4/6 beds

Cost approximately £320

The amount can be paid in installments.





# *Friends of Summerhill School*

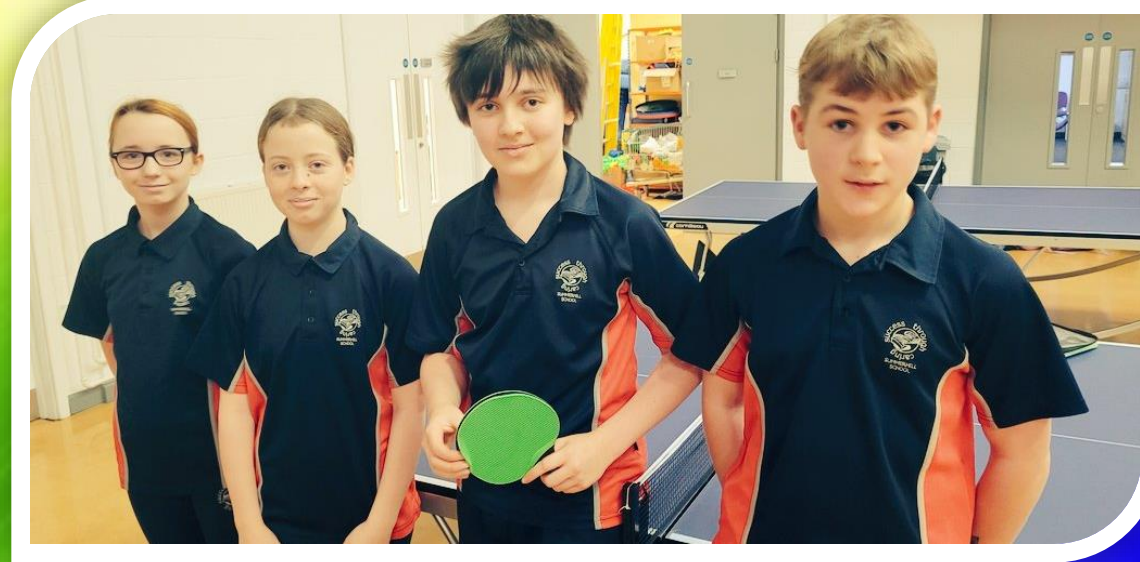
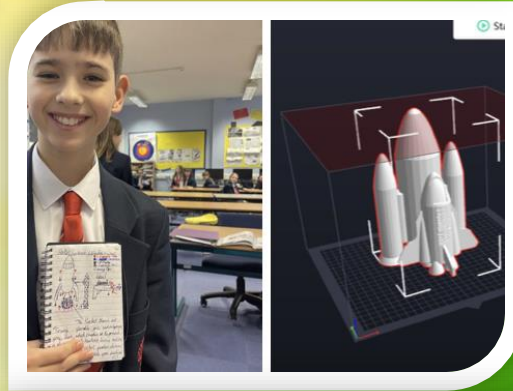
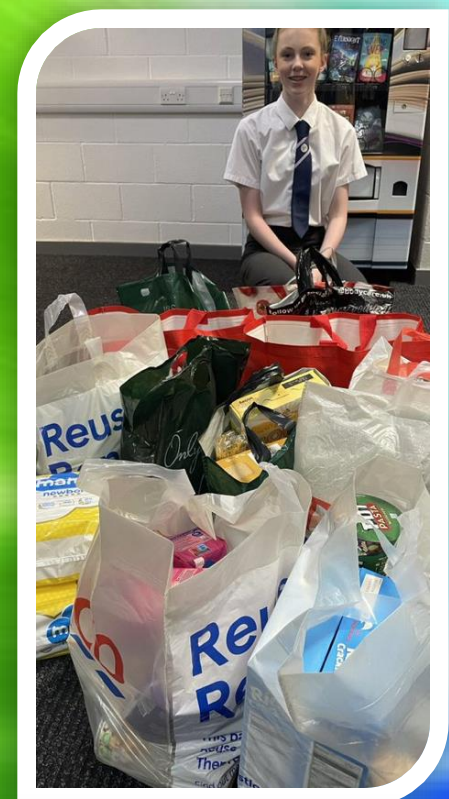
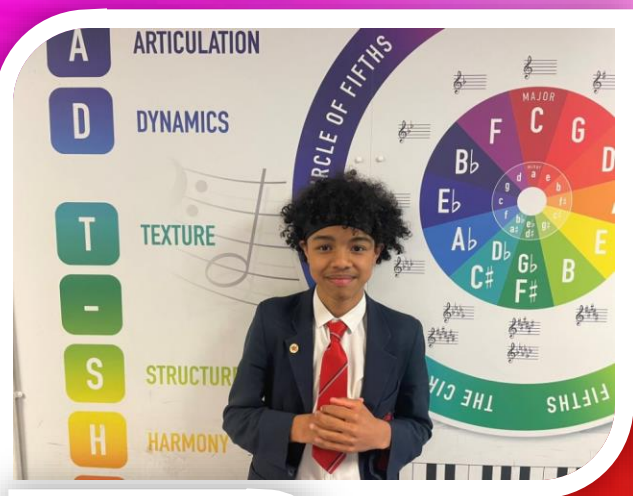
- School Discos
- Halloween
- Non-Valentines
- Year 6.5
- Christmas Fayre
- Darts Club
- Prom
- Memorial Plaque
- Young Enterprise
- School Production
- Charity
- Community Cinema
- School Trips
- Pre-Loved Uniform
- Meet in Pub
- Please Join



ORION











- Army unit
- Y8 and above
- Partnership with Baxter College

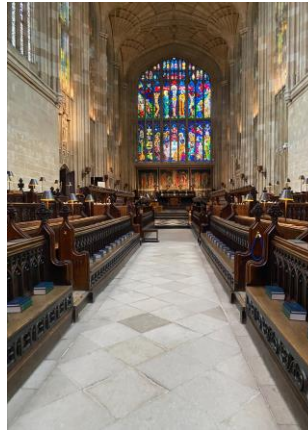


# Cultural Capital

## Developing the holistic student



- Available for all years.
- Will work with other year groups.
- Anti-bullying leaders within Summerhill



- Y10 will start their Bronze award.
- Y11 to complete their silver award
- Can be carried on post 16



- Y9 Independent Project
- Supports study skills alongside key character development.
- Viists to Eton, and Summer residential in Y10

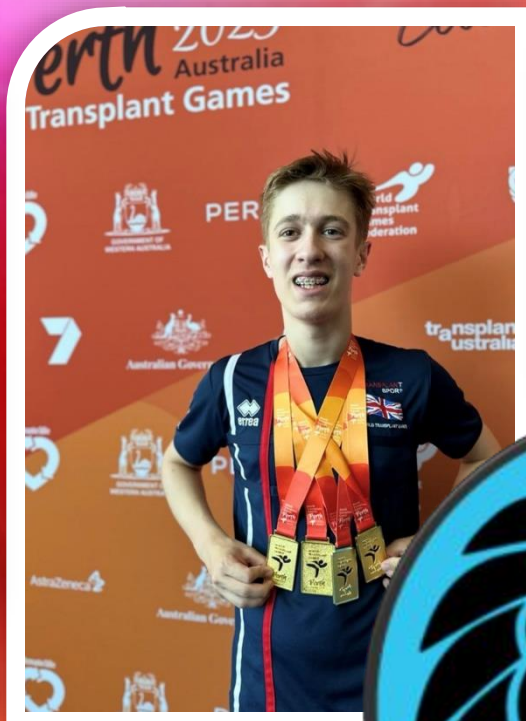




PEGASUS









# Summer School

- Monday 19<sup>th</sup> August & Tuesday 20<sup>th</sup> August.
- 08.45am - 15.00pm.
- Split students in 8 groups – we will let students know groups on day.
- Over 20 staff – teachers, support staff, pastoral staff, first aider, safeguarding, SLT.
- Academic focus – range of curriculum lessons.
- Sportswear both days (trainers, joggers/ shorts, t-shirt and jumper).
- Email to confirm final attendance by Monday 8th July.  
([ahope@summerhill.dudley.sch.uk](mailto:ahope@summerhill.dudley.sch.uk)).
- Email will be sent to you WC 15th July to confirm final arrangements.

Day 1								
	G1	G2	G3	G4	G5	G6	G7	G8
L1	English	<u>Maths</u>	Science	Geography	History	BS	PE	
L2	History	English	<u>Maths</u>	Science	Geography	RS		
L3	<u>Maths</u>	History	English	<u>Maths</u>	Science	Geography	MFL	RS
L4	MFL	Science	History	English	<u>Maths</u>	Science	RS	BS
L5	PE		MFL	BS	English	<u>Maths</u>	Science	<u>Maths</u>
L6			BS	MFL	RS	English	<u>Maths</u>	Science

Day 2								
	G1	G2	G3	G4	G5	G6	G7	G8
L1	Geography	MFL	RS	History	PE		<u>Maths</u>	MFL
L2	RS	Geography	<u>Maths</u>	English			English	Science
L3	BS	RS	Geography	<u>Maths</u>	MFL	History	Science	<u>Maths</u>
L4	<u>Maths</u>	BS	Science	RS	Science	MFL	Geography	English
L5	English	<u>Maths</u>	PE		BS	Science	History	Geography
L6	Science	English			<u>Maths</u>	<u>Maths</u>	BS	History





# URSA









# Careers Education, Information, Advice & Guidance

Careers provision at Summerhill School is rapidly improving. As well as a wide range of events throughout the year, including Post 16 Careers and Higher Education evening, visiting speakers, off site visits and workshops, we also have access to an independent Connexions Careers Advisor.

We will have designated sessions of careers guidance in every year of your child's life at Summerhill School, these are delivered through our Global Learning curriculum and Tutor Time.

In Year 7 we look at ambitions, recording your child's initial careers ambitions and then charting the development and changes that take place in their time at Summerhill, which will help tailor the advice that they are given throughout their educational journey and in preparation for their next steps after Summerhill.

We will also look at Stereotypes, breaking down the misconceptions about what students are able to achieve in their lives.

If you would like to be involved in one of our events, please contact me [jwollerton@summerhill.dudley.sch.uk](mailto:jwollerton@summerhill.dudley.sch.uk)



ENJOY YOUR SUMMER  
WE LOOK FORWARD TO  
WORKING WITH YOU  
OVER THE COMING  
YEARS



Twitter - @summerhillsch

Facebook – Summerhill School  
@summerhillkingswinford



