



Old Palace of John Whitgift School
Independent Girls' School



Old Palace
Seniors



Prospectus

2011/2012





Welcome



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First and foremost Old Palace is a place of learning, but for each girl who comes here, Old Palace will also be a key contributor in her development as a compassionate, capable and confident individual, prepared to address the challenges presented to her as she makes her own contribution to society.

In addition to a first class academic education we also promote leadership, independence, integrity and an ambition to achieve. Old Palace has something to inspire every young woman ranging from football to astronomy.

Old Palace is a unique school in an exceptional and inspiring setting steeped in history as recorded from 896 AD. It is this which enables us to identify, encourage and nurture the special qualities of each and every individual entrusted to us. Our surroundings also stimulate girls to develop and flourish in ways beyond the reach of a conventional education. For example, not every girls' school in the country can boast the opportunity to sing cathedral repertoire every week in Croydon Minster, our next door neighbour at Old Palace.

Old Palace is blessed with magnificent buildings, enthusiastic, highly motivated staff and a sound ethos of social awareness. For all who embrace the many opportunities presented, Old Palace will reward them with a happy, memorable and empowering education.



Mrs Carol Jewell
Head of Old Palace

Is Old Palace right for your daughter?

Choosing a school for a child is one of the most important decisions that a parent has to make; a decision that will have consequences for a lifetime.

The wrong decision can cause a girl to flounder in an inappropriate environment or culture. It can result in a girl feeling bored and unmotivated by an uninspiring curriculum. It can leave a girl standing alone and unnoticed amongst a crowd. At Old Palace we will not accept these conditions for any of our children. Therefore it is essential that we work together to determine whether the academic curriculum provided within this close-knit community, combined with the highly individualised pastoral care and support, is totally appropriate for your daughter.

Old Palace is an appropriate learning environment for girls with the potential to excel. The curriculum is academic in nature and designed to stretch and challenge the most able. Students here are highly motivated with the determination to achieve in all aspects of their learning. A child with dreams and ambition will feel at home amongst such a peer group. We value commitment, effort and progress. As a community we celebrate publicly the achievements of our young women, enjoying together their success and individuality. Old Palace is for those girls who openly celebrate uniqueness and achievement. We shun the large, impersonal institution and are proud of the Old Palace family and heritage. A student who wishes to remain invisible amongst a crowd should not apply. There is no hiding at Old Palace, all students are known and valued, from the introspective thinker to the creative extrovert. All are welcomed equally.

There are many good schools in the local area, all with different expectations and cultures. Parents must explore them all thoroughly before choosing the most appropriate environment for their daughter. We are proud of our traditions and heritage and confident in the knowledge that we provide the best education for those girls able, and determined, to excel.







Academic progress and success

Our children are at the heart of all that we do.



Fortunate enough to be independent, and confident in our values and knowledge, we are able to drive our own curriculum and choose which aspects of current educational theory and methodology we adopt. We are determined that our children will enjoy their childhood and will not be manipulated into accelerated courses or less valuable subjects simply to meet the demands of a league table culture. Regularly in contact with top universities we ensure that our curriculum provides what is required for maximum success for the individual academic child rather than the school as an institution.

For those students accepted as a member of the Old Palace Community expectations are high. We understand that self-belief and self-motivation are essential for individuals to maximise achievement and we work closely with students to promote the development of these aspects of personality.

A variety of teaching and learning activities is deployed across the curriculum to cater for the different learning styles of students. Where appropriate, expert and highly qualified teachers use real life situations and material to make learning relevant and bring a subject to life. Students' academic experience is, where feasible, reinforced by practical activities through educational visits.

Dedicated teachers create a positive working environment both with and between students. All are expected to participate actively in lessons and work effectively in teams. The pace, and depth, of learning is appropriate for the academic potential of our students. Students are expected to assume responsibility for their learning by asking for help as required and by completing the consolidation and extension activities on offer.



Student work is regularly assessed and feedback provided to students. This keeps students and parents informed about progress and provides strategies for improvement. A rigorous system of monitoring and tracking across the school ensures that individual underachievement relative to ability is identified and appropriate interventions put in place. Exceptional achievement is also recognised and celebrated through tracking and monitoring.

At Old Palace we are passionate about ensuring the development of skills, attitudes and understanding that will prepare our young people fully for life beyond school. As future leaders, our students will require an in-depth knowledge and understanding of the world around them and the issues facing our communities, societies and planet. Our comprehensive Learning for Life programme provides opportunities for students to explore and debate some of these issues. Positions of responsibility are created within our community to allow students to develop the skills of leadership and to begin to spread their wings.

In an increasingly competitive world, places at top universities are becoming more difficult to secure. A

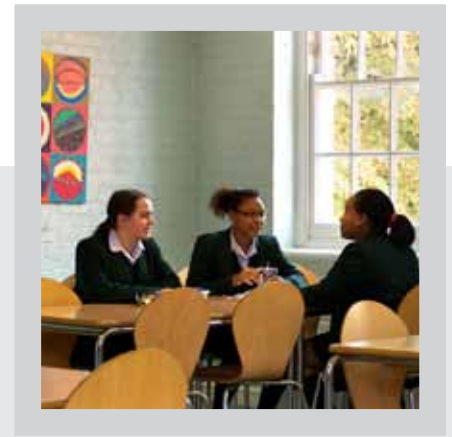
committed and highly qualified team of experts work directly with our students to ensure every individual is best placed to achieve their dreams. We are proud of our success at supporting students to realise their aspirations for higher education. By overseeing subject choices made, by exposing students to a variety of careers and work-based experiences as they progress through the school, and by working individually with students and families we provide the structure and support for self development and understanding.

Academic achievement for all our students is excellent with teaching and learning at the School adding significant value to public examination expectations. We are proud to be realising the aims of John Whitgift and the Whitgift Foundation by providing an excellent, traditional education for the leaders of tomorrow.



OLD PALACE SCHOOL
ARTS & TECHNOLOGY ANNEXE





Looking after you

At Old Palace the welfare of each member of the community is of paramount importance.

Every student needs to feel safe, secure and happy within her learning environment so that she is able to develop a strong sense of purpose and self-worth; we want her to feel valued for who she is and for her unique contribution to the life of the School. We are as fully committed to the personal and social development of every young person as we are to each individual's academic progress and we know that students benefit most when home and school work closely together.

We want each student to develop confidence in herself as a student and to gain the skills needed for future achievements; we hope that she will enjoy learning and set herself high aspirations, responding positively to the responsibilities and the challenges of school life.



The Old Palace culture

At Old Palace it is our wish that each student should reach her full potential in all areas of school life.

For this to be achieved, the School aims to promote a positive and safe working environment where students are able to develop, free from fear, intimidation or humiliation. To this end, it is important that all members of the community aim to treat others with sensitivity, compassion and consideration.

Our school has a Christian foundation and our community is based on the notion of respect; for oneself, for our school and learning, for our environment and for each other. We recognise and celebrate diversity and the wealth of cultural talents and experiences that we enjoy collectively.

We are committed to giving our students opportunities to develop a sense of values and an understanding of what is meant by “right” and “wrong”; moral and spiritual development of all our students is of great importance. We do not view this aspect of education in isolation; the role of parents, the wider family, society and, in some cases, the involvement in a particular religious faith will contribute in a variety of ways to an individual’s moral and spiritual development.

We promote the following attitudes, qualities and skills and consider them to be of particular importance for all members of our school’s community:

- a developing sense of responsibility for one’s own actions and impact of them on others
- a recognition of the right of others to hold their own views and a respect for those who have different beliefs and customs
- a sensitivity to the feelings, needs and rights of others
- a developing awareness of and pride in one’s own unique gifts, talents and privileges
- a rejection of all forms of the prejudiced perception of others on the basis of physical attributes, class, race, sex, religion or nationality
- honesty, truthfulness and the development of personal integrity
- a growing disposition to generosity rather than selfishness
- kindness to others and a clear rejection of unkindness, cruelty or bullying
- the development of a mature sense of confidence and self-worth and a consequent willingness to lay aside arrogance
- a willingness to look beyond materialism
- a willingness to reflect on and to think critically about one’s experiences, responses and choices
- a recognition that a set of beliefs, values, experiences and reflections can give direction, shape and meaning to an individual’s life
- a growing ability to cope with the times of suffering which human life naturally presents: anxiety, stress, unhappiness, illness, divorce, death





Pastoral care



Year 6 is the start of Senior education with all the new opportunities and the experience of learning in the unique and historic setting of Old Palace at the heart of the Old Town in the centre of Croydon.

All members of staff have a responsibility to support the pastoral needs of students in our care, and we know that students develop strong and positive relationships with staff. Our hope for every student is that there is at least one member of staff whom she feels able to approach and gain the support needed in times of difficulty.

There is also a formal structure of support based through the student organisation within the School. The pastoral teams are responsible for overseeing the quality of care and support given to the students throughout the School. They play a key role in raising awareness of the needs of individual students and in assisting colleagues to understand those needs and to develop strategies for supporting specific circumstances.

The Head, Mrs Carol Jewell, has overall responsibility for the welfare of all members of the school community and works closely with Mrs Hicks, the Senior Pastoral Leader.

In addition, we have Year Leaders, Form Tutors and Support Tutors throughout the school. Mrs Michele Smith is the Pastoral Leader for Years 6–9 and she is also the Year Leader for Year 6 and 7. Her role is to be





the key link between home and school, liaising with staff, students and parents, thus providing continuity over a significant period of time.

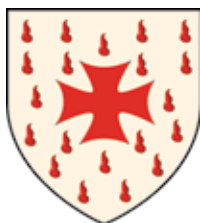
All students are placed in a form group led by a Form Tutor and supported by a team of staff. These members of staff are best placed to monitor and support aspects of the students' lives on a daily basis. They meet their form at the beginning and the end of each day, helping the students organise themselves for lessons and homework, encouraging them to participate in the life of the form and the School and encouraging an understanding of our expectations regarding behaviour, attitude and relationships within the school community. The Tutor team takes an interest in each individual, their home background and activities in and out of school and gives help, encouragement and advice when approached over any school or personal matter.

The Whitgift Foundation and School Chaplain, The Rev'd Colin Boswell is also available to children and parents for confidential discussion.

Members of the Student Leadership Team are available to offer help and advice to younger students; they lead the Student Council and assist with the organisation of many formal and informal events. They are encouraged to make themselves known and available to the students in Years 6 and 7 as we recognise that often the younger students relate well to the sixth-formers and may turn to them for support. The Student Leadership Team is trained to identify

significant issues that need to be referred to the appropriate Year Leaders.

All students belong to a house. The Old Palace House system provides wonderful opportunities for every individual to mix with others in different Year Groups, to enjoy fun Activity Days, competitive sports, music and drama events and – most importantly of all – to focus on charity through a myriad of fund-raising activities. Opportunities for girls to explore many aspects of leadership are provided through our commitment to the School's core purpose of successfully fulfilling charitable aims and objectives.



The Old Palace secret - Year 6



We are justly proud of the unique educational experience delivered to our girls in Year 6. An extended curriculum, taught by subject specialists within a senior school environment provides additional learning opportunities for our students. Whilst challenging and stimulating for maximum learning, we maintain the close-knit community within Year 6 by having dedicated classrooms where students are taught when no specialist facilities are required. This provides a superb transition year, partly organised as at Juniors and partly as at Seniors.

The curriculum is overseen by senior school Subject Leaders who extend and enhance the Junior curriculum. The girls study Learning for Life, Mathematics, English, Science, Latin, French, ICT, Music, PE, Swimming, Logic and Reasoning, Creative Design (an amalgamation of D&T and Art & Design), Expressive Movement (an amalgamation of Dance and Drama) and Expanding Horizons. Expanding Horizons combines the three Humanities in a competence based curriculum. Each term a topic is studied which brings together an area of study from Geography, History and Religious Studies.



Throughout the year students will focus on developing five competencies which will prepare them for life in the seniors.

These include:

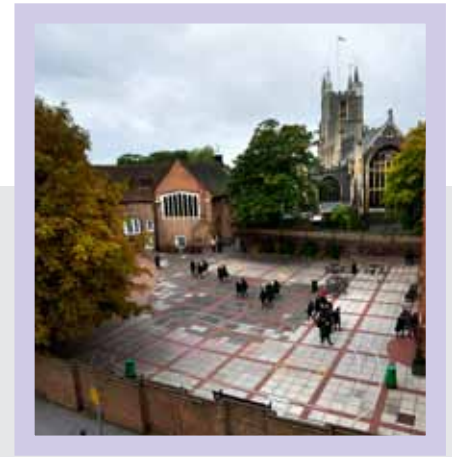
- **Learning** – understanding how to learn and learning to enjoy and love learning for its own sake and as part of understanding themselves
- **Managing information** - developing a range of techniques for accessing, evaluating and appreciating information and the importance of reflecting and applying critical judgement
- **Managing situations** - understanding the importance of, and developing techniques for, managing their own time
- **Relating to people** – understanding how to relate to other people in varying contexts, including those where they manage, or are managed by, others in group work, and how to work efficiently
- **Citizenship** – students will explore cultural and social diversity, in both national and global contexts, and why these should be respected and valued

This competence based approach enables students not just to acquire subject knowledge but to understand, use and apply it within the context of their wider learning and life. It also offers students a more holistic and coherent way of learning which allows them to make connections and apply knowledge across different subject areas.

Throughout the Juniors students are being prepared for the 11+ examinations, this continues into Year 6 through Mathematics, English and Logic & Reasoning lessons.

A wide variety of extra curricular activities are available to Year 6 students, many of which provide them the opportunity to work with older students.

We recognise that the transition to any senior school can induce anxiety within students (and parents) and we are confident that the Year 6 programme and approach supports all parties through this process. Feedback from students and parents has been overwhelmingly positive and we are immensely proud of the achievements of our Year 6 girls.



Facilities

Old Palace has well-resourced subject areas to support and enhance the learning experience at every stage.

These include:

- Modern Languages laboratory
- Art and Textiles studios
- DT workshop
- Libraries and learning resources centre
- Four IT suites
- Recently refurbished Science laboratories
- Dedicated areas for Music and Drama
- Sports facilities including an indoor swimming pool
- Music technology suite







Our history

Old Palace was formerly known as Croydon Palace. On the same site as Croydon Minster, the buildings have been a place of learning and worship since 896 AD.

From the 12th to the 18th century Old Palace was the country residence of the Archbishops of Canterbury. Such is the historical value and interest of the buildings that guided tours are organised during the School holidays and also during a Heritage weekend in the Autumn term.

The site boasts the magnificent Great Banqueting Hall, the Guard Room and the Chapel - all built in the 15th century. The oldest part of the building is the Norman room called Undercroft. The bedroom used by Queen Elizabeth I during her visits to the Palace now homes a classroom.

Attending school in a building like this is an education in itself. To sit and study French in Queen Elizabeth I's bedroom or to complete private study in the magnificent Guard Room has a positive impact on young minds. New buildings also complement the Old Palace perfectly. The use of traditional red brick and York stone unites past and present.



Extra-curricular activities

There is a wealth of additional opportunities for students at Old Palace Seniors. Extra-curricular activities are run daily, both during lunchtime and after-school.

Advanced Flutes	Food Club	Medsoc
Art Club	Football Club	Netball Club
Big Wig	French Club	Philosophy Club
Biology Society	French Singing	Polyphonic
Book Club	GCSE Dance Club	Problem Solving Club
Bronze DOE	German Club	Russian Club
Carnegie Shadowing Group	Gospel Choir	Science Club
Chamber Music	History in the Making	Science Magazine
Choir	History Society	Senior Choir
Cinema Club	Human Rights Awareness	Senior Orchestra
Cookery Club	IFS Investor Scheme	Steel Band
Craft and Card Club	Jazz Group	Swimming Club
Dance Company	Knitting Club	Table Tennis
Drama Club	Latin Club	Talk Tank Club
DT Club	Law Society	Toyota Challenge Group
Electronics	Little Wig	Training Orchestra
Engineering		University Science
English Skills Club		



GCSEs offered in Year 10

Art & Design

Biology

Business Studies

Chemistry

Classical Civilisation

Classical Greek

Coordinated Science

Dance

DT: Product Design

Drama

English

English Literature

French

Geography

German

History

Home Economics

ICT

Italian

Latin

Mathematics

Music

Physical Education

Physics

Religious Studies

Spanish



The Results

Old Palace students generally exceed national academic expectations. Many of our girls go to the leading universities in the country. Here is a results overview from the 2011 public examinations:

A-Level

- 60% of grades achieved were A*/A
- 93% of grades attained were A*-C
- 24 girls gained at least 3 A*/A grades at A-Level
- 44% of students accepted into Oxbridge and Russell Group universities

AS Level

- 47% of grades were A
- 85% of grades were A-C
- One third of the cohort achieved 3 A grades or more

GCSE:

- 72% of grades achieved were A*/A
- 96% of grades achieved were A*-C
- 42 students achieved 10 A*/A grades or above
- 715 A*/A grades in total



The Learning Journey

Destinations of recent leavers



Aberystwyth
Nottingham
Brunel
Warwick
Durham
UCL
Programme)
Cambridge
St Georges
Liverpool
Queen Mary's
Manchester
Bath Spa
Royal Holloway
Portsmouth
King's College
Oxford
Birmingham
Royal Holloway
Nottingham
Swansea Met
Durham
Durham
Nottingham
Cambridge
School Of Pharmacy
Birmingham
Exeter
University of West London
Goldsmith's
Portsmouth
City

Genetics/Biochemistry
Economics
Law
Chemistry
Applied Psychology
Economics (International

Geography
Medicine
Veterinary Science
Law
English Literature
Business & Management
History
Biomedical Science
International Studies
Theology
Sport & Exercise Sciences
Psychology
Music & Philosophy
Education Studies & Psychology
Chemistry (4 Years)
Physics (4 Years)
Modern Languages
Mathematics
Master of Pharmacy (4 Years)
Dentistry (5 Years)
Law (European) (4 Years)
Business Management
English
Psychology
Biomedical Science

Hertfordshire
Exeter
Birmingham
East London
Loughbrough
Warwick
UCL
Leeds
Nottingham
Queen Mary's
Kent
Cambridge
Brighton
Manchester
LSE
Kingston
Medway School of Pharmacy
Nottingham
Music Conservatoire
Nottingham
Kent
Northampton
Warwick
Warwick
Loughbrough
St. George's
City
York
Nottingham
Oxford

Pharmacy
History & Italian (4 Years)
Law
Events Management
English
Law
Chemistry
History of Art /History of Design
Management Studies
Medicine
Biomedical Sciences
Law
Biological Sciences
Music
Accounting & Finance
Pharmaceutical & Chemical Science
Pharmacy Practice
Philosophy
Music
English Language & Literature
English/American Lit. & Creative Writing
Geography
Mathematics & Statistics
Economics
Geography
Biomedical Science
Accounting & Finance
Geography
French & Hispanic Studies
Classics



The Old Palace teaching team

Mr S Addis
BA (Hons) Bristol; PGCE

Mrs L Baker
BA (Hons) London; PGCE

Mrs K Ball
BSc (Hons) Wales; PGCE

Dr J Bannister
PhD Leeds, BSc (Hons) Sheffield; PGCE

Mrs J Barter
BA (Hons) Bristol; PGCE

Mrs E Berner
BA (Hons) Southampton; DipCG

Mrs E Bird
Cert Ed Stockwell

Mrs C Blok
BEd London

Mrs C Brougham
BA London

Mrs K Burdett
BSc (Hons) Lancaster; PGCE

Mrs H Busher
Cert Ed Manchester

Miss N Constantinides
MA Warwick; BA (Hons) Athens

Ms H Cook
BA (Hons) Manchester; PGCE

Mrs L Coster
BA (Hons) Wales; PGCE

Mrs N Daood
Dip RSA; CELTA

Mrs A Druery
BA (Hons) OU; CertEd

Dr J Edwards
PhD London; MSc Exeter

Mrs A Eley
BSc Loughborough; PGCE

H Evangeli
HND Croydon

Ms S Evans
BA (Dbl Hons) Manchester; PGCE

Mrs C Ferrer
BA (Hons) Roehampton; PGCE

Ms L Firth
MA Manchester; PGCE

Miss T Fitzgerald
BMus (Hons) London; PGCE

Mrs S Freeman
BA Birmingham (Hons); PGCE

Mrs A Frost
BSc (Hons) Birmingham; PGCE

Miss S Funnell
MA Oxford; PGCE

Dr A Gray
PhD London, MA; BA (Hons) Cambridge; PGCE

Mrs J Greenfield
BSc (Hons) Southampton; PGCE

Miss J Guppy
MA Sussex; BSc (Hons) Southampton; PGCE

Miss J Hall
BEd (Hons) Greenwich

Mr J Hargraves
BMus (Hons) London; PGCE

Miss E Hayward
BEd WSIHE; BSc OU

Mr J C Haywood
BSc (Hons) University College, London; PGCE

Mr G Hemmings
MA Cambridge; PGCE

Mrs D Hicks
BA (Hons) Liverpool; PGCE

Miss G Hobbs
BA (Hons) London; MA (Hons) Nottingham

Mrs J Hollingum
BA London; PGCE

Ms A Jabeen
BSc Coventry; PGCE

Miss N James
BSc (Hons) Loughborough; PGCE; CertEd

Mrs C Jewell
MA (Hons) St Andrew's; PGCE; DipEd (Mont); NPQH; CSBM

Mrs S Keanie
Cert Ed Froebel Institute

Mrs C Langley
MA (Hons) Edinburgh; ATC

Mrs C Lankester
BSc (Hons) Leeds; PGCE

Mrs S Manby-Clarke
BA (Hons) Brighton

Mrs C Marren
BSc (Hons) Wales; PGCE

Mrs L Mazzeo
MA Minnesota, BA Wales

Mrs C McConkey
BMus (Hons) London

Miss J McLean
BA (Hons) Belfast; Dip LNEA; PGCE

Mrs V Miall
BEd (Hons) Nottingham

Miss M Montagu
MSc London; BMed Birmingham; CertPsy; PGCE

Mrs E Morris
MEd Birmingham; BSc (Hons) Warwick; PGCE;

Mrs C Munro
Cert Ed Bishop Otter

Miss V Neal
BA (Hons) Brighton

Mrs S Newlands
BMus Manchester

Miss G Nikula
MA Stockholm, Sweden

Mr S O'Neill
MA (Jt Hons) Oxford; ACA; PGCE

Mr E Pattison
BSc (Hons) Newcastle; PGCE

Ms S Peate
MA London; BA (Hons) Bristol; DipSpLD; AMBDA; PGCE

Mrs F Pickard
BA (Hons) Wolverhampton; DipTEFL; PGCE

Mrs C Poirier
BA Angers, France; Licence Anglais/FLE France

Miss A Radelat
BA (Hons) Bristol; PGCE

Ms J Roberts
MEd Derby; BEd (Hons) Nottingham; Cert Ed (Nottingham)

Mrs E Rudolf
MA; BSc (Hons); London; PGCE

Mrs S Saito
BA Newcastle, PGCE

Mrs M Salter
BSc Salford (Hons); ACPSE; PGCE

Mrs M Sarkis
BA (Hons) Middlesex; Dip MRS; PGCE

Mr R Shirley
MSc London; BSc(Hons) Edinburgh; PGCE

Miss G Smith
BSc (Hons) London; PGCE

Mrs M Smith
Certificate in Counselling

Mrs S Smith
MSc Durham; BSc (Hons) St Andrews; DipPsy

Mrs C Solari
BA (Hons) Teeside; PGCE

Ms S Stewart
BA (Hons) Newcastle, Australia

Mrs A Stockwell
BSc (Dual Hons) Sheffield; PGCE

Mrs G Stone
BEd (Hons) Cambridge; Dip RSASpLD

Miss P Stone
GRSM Royal College of Music

Mrs C Stranack
Baccalaureate; DPP

Mrs J Sugarman
Cert Ed Sussex

Mrs T Wallis
BEd (Hons) Oxford

Mrs G Talleux
BRelSc (Hons) Maynooth, Ireland

Mr S Talleux
Maitrise D'Anglais Lille; BA London; Licence es Lettres

Mrs K Tamplin
RLSS

Mr C Taruwona
BSc Zimbabwe; PGCE

Mrs K Taylor
BSc (Hons) Salford; PGCE

Mrs P Thorpe
Cert Ed Bristol

Miss O Waldron
BA (Hons) London; PGCE

Mrs S Wells
MA Oxford

Mr M Wilcock
BEd Goldsmiths

Mr D Wilkins
BSc (Econ) Hons (LSE) PGCE

Mrs J Wilkinson
BEd Gloucestershire

Miss K Wilson
BA (Hons) Leeds; PGCE

Ms S Wingvist
BSc (Hons) Southampton; DipHe; BEd

Mrs A Winstone
Cert Ed Seaford



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