



INNOVATE  
NURTURE  
INSPIRE  
FLY

Newland House School

# OUR PHILOSOPHY



**Newland House has provided a compassionate, compelling and distinctive style of preparatory education for more than 120 years to pupils between the ages of 3 and 13.**

We offer tradition and reliability yet embrace and explore new concepts. We have experience and expertise but do not stand still, and we are coeducational because we believe it provides a more instinctive and natural foundation for learning.

#### **Innovate**

We aim to provide an innovative curriculum that is both broad and balanced, which encompasses the academic, artistic and physical elements so fundamental to the development of the whole child. We promote excellent learning in a caring, supportive and appropriately

differentiated environment, which encourages our children to achieve their full potential in everything they do.

#### **Nurture**

We encourage our pupils to participate in the diverse opportunities we offer so that they enjoy an enriched school life, develop a sense of belonging and feel part of our community. We promote the importance of pupils' self-esteem and emotional well-being to provide them with the resilience they need to adapt to the pressures of the world around them. We aim to create a strong partnership between home and school, which is crucial in developing confident and caring children.

#### **Inspire**

We promote enquiring minds and build on pupils' strengths, interests, and experiences to ensure that each

child is valued for the talents and ideas they bring to the school. We strive to provide inspirational teaching, allowing pupils to question the world around them and discover what they are passionate about.

#### **Fly**

We aim to help our pupils become caring, responsible individuals who will contribute positively to our community and wider society. We value and celebrate our pupils' many individual achievements and expect them to appreciate and support the success of others. We provide a firm foundation to our pupils' education to help them join their senior schools as confident, rounded individuals, ready to fulfil their potential. We aim to ensure that pupils leave us with rewarding memories, self-belief and a strong moral compass.

# A BALANCED MIND



TELL ME AND I FORGET. TEACH ME  
AND I REMEMBER. INVOLVE ME  
AND I LEARN.

BENJAMIN FRANKLIN

**The definition of *academic* is to study, which in turn is to apply yourself to the acquisition of knowledge, through reading, investigation or practice.**

Using this interpretation, we believe that every subject in our curriculum is academic and that children can be as academic in the creative arts, technology and sport as they are in English or Mathematics.

We provide an extensive and balanced curriculum which is vital for stimulating young, enquiring minds and which gives equal opportunity for the musician, artist or sportsman to become as valued as a linguist and scientist. Our curriculum is bespoke and flexible, and draws on the strengths of the National Curriculum but also extends it to include the additional content that we judge essential for the development of the whole child.

We understand how children learn and a blend of both specialist and class teaching provides our pupils with an age appropriate and cohesive learning experience. In the younger year groups, class teachers teach most of the curriculum. This provides the flexibility to explore impromptu ideas and cross-curricular opportunities and creates a stronger, consistent and deeper understanding between teacher and child.

The class teacher's role is complemented by specialist teaching in the early years in Music, Games, ICT and French. As they move through the school, our children become inspired through progressively learning from subject specialists who radiate enthusiasm and a genuine passion for the subjects they teach.

By focusing on their specialism, teachers acquire the expertise to deepen and enrich the learning experience for our children. Specialist departments assume responsibility for developing and sharing learning practices and knowledge which promote continuity in the subject curriculum across the school.

By adopting innovative teaching methods our children enjoy learning and naturally acquire key life skills, becoming adept at problem solving and independent thinking. They become motivated to evaluate critically and creatively, and lessons are planned to provide opportunities for them to develop communication skills through collaborative approaches. We weave a mix of tradition within a modern teaching framework and place importance on presentation, organisation and good manners. Through continuous assessment, our teachers monitor the progress made by each child and can adapt and differentiate their teaching to ensure that they maximise the opportunity for all to learn.



# NURTURE & DISCOVER

**Our Pre-Prep provides a calm and nurturing environment where children can develop their own style of learning. We focus on increasing confidence and work with parents and children to create an individualised learning experience.**

In Reception, children's speech becomes more developed and they have an increased understanding of the world and their place within it. Our imaginative and multi-sensory delivery of the Early Years Foundation Stage (EYFS) curriculum inspires learning and through creativity and play, our children grasp number, and their ability to read and decode develops naturally. As toddlers become children, we help parents adapt to the transition with sensitivity and a genuine interest in the child and their family. Our EYFS curriculum embraces the four key themes: A Unique Child, Positive Relationships, Enabling Environments and Learning and Development.

During Year One, we encourage our pupils to become more independent in their learning. We study a range of factual and intriguing topics that we deliver creatively to help the children learn in a more incidental

and engaging way. The school day is carefully designed to provide a focus on English and Mathematics at the beginning of the day, followed by topic based learning. Pre-Prep pupils also benefit from complementary specialist teaching and all children enjoy music lessons embracing dance, movement, simple percussion and singing. In Years One and Two, specialist PE lessons are rotated to cover games, gymnastics and dance. Children are introduced to French through songs, rhyme and games. They also develop simple computing skills.

By allowing our pupils to work at their own pace, each step of their education builds on their previous learning experiences and ensures that their understanding is secure. By Year Two, pupils have firmly found their feet and relish opportunities to investigate and become more independent learners. We enjoy watching their self-assurance grow and their ability to make decisions develop which helps to provide them with the perfect preparation for the transition to the Prep part of the school.



THE WORLD IS FULL OF MAGICAL  
THINGS PATIENTLY WAITING FOR  
OUR SENSES TO GROW SHARPER.

WILLIAM BUTLER YEATS

# PREPARE & EMPOWER



GIVE A MAN A FISH AND YOU FEED HIM  
FOR A DAY; TEACH A MAN TO FISH AND  
YOU FEED HIM FOR A LIFETIME.

MAIMONIDES

**Our Prep curriculum evolves each year to reflect the changing developmental needs of our pupils. We utilise the key skills of discovery, application and communication to explore each subject area and provide opportunities for children to practise problem solving and embrace collaborative learning.**

In Years Three and Four we continue to make learning enjoyable, experiential and relevant to our children's world. Pupils have the security of learning English, Mathematics, Science, the Humanities and PSHE in the same familiar classroom but they also develop independence as they start to move around the school for specialist teaching in Music, Art, Drama, French, PE, Games, Swimming, Computing and Design Technology.

We introduce Thinking Skills to consolidate some of the meta-cognitive processes that are needed to become creative and adventurous thinkers. Our curriculum is further enriched by related school-based workshops, visitors, concerts and field trips which stimulate interest and encourage research and group discussion.

By Year Five we fully embrace independent learning as our children seek extra responsibility, become more involved in extra-curricular activities and develop a sense of accomplishment. Our pupils learn to listen critically, reason and question the validity of arguments, whilst cognitively, their comprehension skills and use of language become more mature and they can prioritise and organise more effectively. Geography, History and Religious Studies lessons are timetabled in subject specific classrooms where pupils are taught by specialists across the curriculum.

Our pupils in Year Six follow the Common Entrance 11+ syllabus in Mathematics and English in preparation for entrance examinations and pre-tests to senior schools and we introduce setting in these subjects as we work towards the examinations. To accommodate the differing senior school requirements for girls and boys we also develop pupils' examination technique, time management and reasoning skills, in addition to interview practise.

# ENGAGE EXPLORE ENRICH

**We place a strong emphasis on enriching our curriculum to extend the academic, artistic and physical elements of learning.**

Extra-curricular opportunities are offered at many levels and help our pupils to extend their learning and acquire essential life and interpersonal skills which cannot be acquired from the classroom environment alone. Learning about time management, making a positive commitment, learning to contribute and to understand the concepts of democracy helps them on the journey to becoming successful adults.

By providing a range of different extra-curricular activities our children are encouraged to seize opportunities to develop their existing interests and discover new ones. Sporting, musical, creative and intellectually stimulating activities are aimed at building our pupils' self-confidence, self-esteem and create another dimension to their personalities. We also utilise the expertise of local professionals to offer an impressive variety of clubs such as basketball, ballet and chess.

Within the curriculum, learning across all subjects is enhanced and becomes more interactive through a variety of subject specific visitors, events and challenges. We provide a diverse Leavers' Programme which

includes interactive and collaborative life-skills workshops and experiences. We also organise external activities and day trips to reinforce our children's learning in an exciting and engaging way. Through travel our pupils learn to appreciate different cultures and broaden their horizons. They participate in outward bound UK educational residential trips and inspiring overseas Choir, Cricket, Skiing, French, Greek and History tours.

Our Senior pupils enjoy the opportunity to take on extra responsibilities as Prefects, House Captains and Librarians. Our Prep classes elect Form Captains who represent them at the School Council and collectively these positions allow a substantial number of different children to seek additional responsibility. This in turn, encourages them to develop as more rounded individuals who are responsible members of the school community and wider society.



OPPORTUNITIES ARE LIKE SUNRISSES.  
IF YOU WAIT TOO LONG, YOU MISS THEM.

WILLIAM ARTHUR WARD

# EQUILIBRIUM



EVERYBODY IS A GENIUS. BUT IF YOU  
JUDGE A FISH BY ITS ABILITY TO CLIMB  
A TREE IT WILL LIVE ITS WHOLE LIFE  
BELIEVING THAT IT IS STUPID.

ALBERT EINSTEIN

**We ensure that all our children have equal access to learning, educational opportunities and experiences.**

We provide a balanced platform for pupils to explore their potential, develop mutual respect and achieve the highest possible standards. We are multi-cultural and multi-national, and our children are provided with positive images of race, gender and disability through all facets of school life.

Our curriculum encourages pupils to acquire positive attitudes about themselves, as well as those who are different from them. We develop their thinking skills and teach them to have empathy for others. We recognise that children have different learning styles and make appropriate provision within the curriculum to ensure that our pupils receive the widest possible opportunity to develop their skills and abilities.

We believe the early identification of learning support needs is critical. We offer help, differentiation and expertise to resolve difficulties and promote positive solutions. Our learning support teachers liaise with parents and suggest the best ways to evaluate and support children, both in and outside school. They also assist the class teacher during lessons and may teach children on a one-to-one basis or in small groups. We ensure that lessons are organised in ways which offer the best possible opportunities for full participation for all pupils and our resources are adapted to ensure that all pupils have equal access.



IT IS NOT IN THE STARS TO HOLD OUR  
DESTINY BUT IN OURSELVES.

WILLIAM SHAKESPEARE



# UNLOCK CREATIVITY EMBRACE VITALITY



IT'S NOT JUST ABOUT CREATIVITY,  
IT'S ABOUT THE PERSON YOU ARE  
BECOMING WHILE YOU ARE CREATING.

CHARLIE PEACOCK

**Through the Arts, our children learn how to express the imaginative, creative and individual aspects of their character and we inspire our pupils to explore new experiences, nurture their talents and fulfil their potential.**

Music plays a fundamental, vibrant and influential role in our school culture. We have opportunities for children of all abilities to become involved through access to modern music technology, individual instrumental and singing lessons. Through music, confidence grows and our children gain the rewards of dedication and self-discipline. Pupils participate in a variety of choirs, orchestras, ensembles and bands, and perform in external competitions, European choir tours and local events.

Through our well-planned, progressive skills-based Art curriculum, children learn new techniques and consider why people create Art, why it is important and explore ideas and concepts both old and new. They learn to work successfully in different media and we encourage them to find pleasure in their growing skills, and help them to respond sensitively to the world they see, while learning to evaluate and critically discuss their own work. We often link Art projects to other subjects such as History and Religious Studies as this collaborative and cross-curricular approach engages and stimulates learning.

Drama provides our pupils with a conduit to express themselves, build confidence and develop their own interpretation of movement, mime, singing and acting. We provide opportunities for them to participate in clubs and performances throughout the year and drama blends particularly well with English where we explore creative writing and plays.

Through playing sport and physical exercise, our pupils gain confidence, learn the value of being part of a team and become competent in a range of physical skills. We offer a varied and balanced programme which caters for all abilities with involvement and enjoyment at its core. Through sport our pupils learn to develop co-operation, competition and self-control, and understand the benefits of a fit and healthy lifestyle.

We endorse good sportsmanship and celebrate the achievements of teams at all levels and many pupils represent the school through regular inter-school fixtures and a range of local and national tournaments. Our key sports are football, netball, rugby, cricket and swimming. These are supported by PE lessons where physical skills are developed and honed including dance, gymnastics and athletics. We also encourage our pupils to develop enthusiasm and interest in other more varied sports such as cross-country and golf, and offer yearly international sports tours.



# EQUIPPED FOR OUR WORLD

**We readily embrace advances in our changing world to ensure that our pupils are adequately equipped to take advantage of developments in technology which impact on their lives both at home and in school.**

We have an impressive IT suite and our classrooms are equipped with interactive white boards and touch screens.

Computers provide an exciting and invaluable learning tool and our children quickly acquire the essential skills to use laptops throughout the curriculum, fully exploiting the leading software applications to supplement their work. We empower them to employ and develop their dexterity within their lessons through the use of word processing, desktop publishing, spreadsheets and graphics. We introduce pupils to the grass-roots programming concepts whilst ensuring that they learn to use the Internet safely and mobile technology supplements learning across the curriculum.

In our celebrated and innovative Design Technology department, inventive ideas are nurtured and pupils relish finding solutions to challenging design projects. With careful support, our children gain confidence in making their ideas a reality using various materials including wood, metal, plastics and electronic components. They appreciate being entrusted to use a comprehensive range of hand and machine tools, ranging from lathes to CAD/CAM milling, and vinyl cutting machines.

Remarkable success has been achieved in both national and international competitions. Through Design Technology our pupils can explore and test theories they have learnt in Mathematics and Science, and are encouraged to believe that there are few limits to what they can achieve.



**LET'S GO INVENT TOMORROW INSTEAD  
OF WORRYING ABOUT WHAT HAPPENED  
YESTERDAY.**

**STEVE JOBS**

# READY TO FLY



NO BIRD SOARS TOO HIGH IF HE  
SOARS WITH HIS OWN WINGS.

WILLIAM BLAKE

**We have excellent experience in guiding and supporting our pupils through their transition to senior school.**

During Year Six, we enjoy watching our pupils flourish, and develop more self-confidence. Their emotional and social understanding develops and their self-awareness sharpens. They clearly demonstrate enthusiasm for the next stage of their learning and are able to apply themselves effectively in readiness to move on. Their lessons are focused towards preparation for the 11+ and pre-test entrance examinations and they gain confidence from an innovative end of year programme which helps them prepare for the challenges ahead.

Following their pre-tests in Year 6, children who stay for Years 7 and 8 benefit from a further two years at the school during which they assume greater responsibilities. Opportunities for teamwork and leadership stimulate their development and readiness for the next step. In Year Seven and Eight they thrive in small classes, have time to become more confident learners, apply their skills, maintain self-control and their ability to memorise and think logically improves. We provide a child-centered environment so that each child can develop at their

own pace and acquire a greater sense of achievement and responsibility. Their learning is aligned to Common Entrance in the core subjects or a Scholarship syllabus.

We help all our pupils to develop confidence, self-awareness and empathy so that they leave us as well-rounded and resilient children prepared for the journey ahead. Our emphasis on a broad curriculum ensures that we recognise and nurture their talents and that they have experienced opportunities to be successful in every subject. With a broad range of abilities, our pupils achieve well above national expectations and many gain academic awards to some of the most respected schools in the country. However, to complete their journey, it is crucial that they leave for a school where they will be happy and fulfilled. We give advice and support to parents at each stage of this process.

# COMPLETE WELL-BEING

**The well-being and personal development of our pupils underpins our ethos and permeates throughout the school.**

Our pastoral system and supporting safeguarding measures are clearly defined and understood by staff and pupils, allowing our children to feel nurtured and cared for. We understand that children develop confidence and flourish only when they feel safe and valued, and we continually seek to provide a secure and fair environment in which they can do this. Our pupils know that their problems will be listened to and that kindness, good manners and tolerance are highly valued and encouraged. We have cultivated a strong bond between staff and pupils, and recognise the important value of an open and supportive partnership between home and school.

We believe that traditional good manners are essential ingredients to personal development and we foster a tolerance of others and expect our pupils to be polite, considerate citizens who demonstrate respectful and moral behaviour. Children are encouraged to take on extra responsibilities with enthusiasm

and pride, and work together across their year groups, through the School Council and within extra-curricular activities.

We place an emphasis on healthy eating and work collaboratively with our creative caterers who source the finest local ingredients. Food is freshly prepared and cooked, and the menu includes a wide variety of ingredients, cuisines and culinary styles, encouraging our pupils to try new things and enjoy a balanced diet.

We also offer care to our pupils outside the school day through our Wrap Around Care provision which provides stimulating activity-based supervision at the beginning and end of the school day.



**HAPPINESS IS WHEN WHAT YOU THINK,  
WHAT YOU SAY AND WHAT YOU DO ARE  
IN HARMONY.**

MAHATMA GANDHI

# CARING COMMUNITY

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**We have developed a strong sense of identity and co-operation based upon respect, good manners and mutual tolerance for each other.**

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Our staff, pupils, parents and governors are all responsible in sustaining this sense of community and fairness, and embracing this ethos within society. Our governors are highly committed and dedicated to supporting the spirit of the school and offer clear direction and support.

We instil in our pupils from an early age a desire to help others and encourage them to become good citizens as they grow and mature. Each year, our Head Boy and Head Girl select a charity to support through various events and activities. We also support the wider community by heightening the awareness of important issues and raising funds for a variety of charitable causes. We often invite charities to explain the value of their work during assembly so that our pupils can more easily empathise and understand how they can help others.

Our parents enjoy the cohesive nature of a supportive parental network and often build new and life-long family friendships. There is a feeling of unity and trust derived from their children sharing the same experiences, and parents create and benefit from strong, dependable social connections. We are also fortunate in being supported by a proactive Parents' Association which organises a great number of social opportunities, extends our support for worthwhile initiatives and contributes to the positive and friendly atmosphere within our school community.

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DO YOUR LITTLE BIT OF GOOD  
WHERE YOU ARE; IT'S THOSE LITTLE  
BITS OF GOOD PUT TOGETHER THAT  
OVERWHELM THE WORLD.

DESMOND TUTU

# HEAD'S FOOTNOTE

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## WE BECOME WHAT WE WANT TO BE BY CONSISTENTLY BEING WHAT WE WANT TO BECOME EACH DAY.

RICHARD G SCOTT

**I am often asked by prospective parents what a Newland House education looks like.**

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For many years, Newland House has been known as a relatively traditional Prep school and there are many qualities which we seek to develop in our pupils that can simply be categorised in this way. Our pupils are respectful of others, polite and want to do their best and these are good examples of the virtues that we actively celebrate and encourage. However, whilst we are particularly careful to preserve these traditional values, this does not compromise our desire to be innovative and progressive throughout our curriculum and we continually question and explore new ideas to enrich our children's learning experiences.

The role that education plays in empowering children and enabling them to be successful in the future is widely debated, but we believe that there are some fundamental skills that they must acquire, regardless of the direction the world takes. These include the abilities to be adaptable, to think critically, to collaborate effectively and to communicate clearly. We do not assume our children will simply develop these qualities through educational osmosis alone, but rather we actively teach these skills within lessons and through the extensive range of extra-curricular opportunities that we offer.

For children in every year group our curriculum is broad and far-reaching and this provides a foundation which we will never compromise on. For us, the Arts, Drama, Design and Technology, Sport and Music are

valued equally alongside what might otherwise be considered the more academic subjects. This is because we believe that education is about developing all aspects of a child's character and more importantly, because we want children to discover what they are passionate about and what makes them happy.

These qualities underpin a Newland House education and prepare our children perfectly for what comes next so that they can leave us not only as confident and well-rounded individuals but crucially, with a love for learning that we hope will stay with them for life.

**Chris Skelton**

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