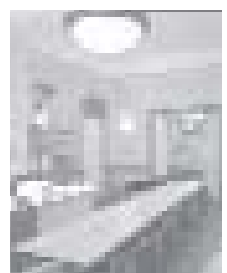
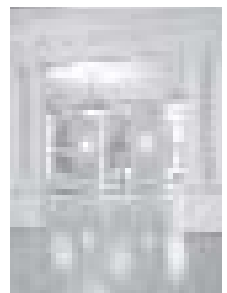
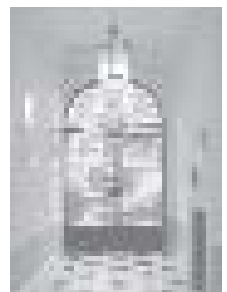
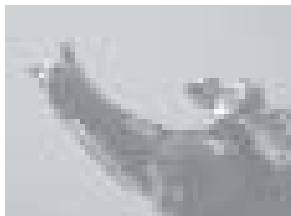
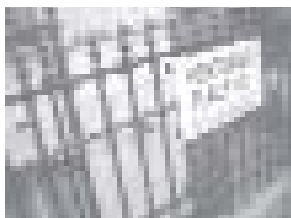


PORTLAND PLACE SCHOOL



PORTLAND PLACE SCHOOL







Portland Place

Portland Place School was founded in 1996 and is a part of the Alpha Plus Education Group (formerly called the Davies Laing and Dick Education Group). Since 1931, the group has provided the very best in teaching and facilities at its schools and colleges throughout Britain.

The school is accredited by the Independent Schools Council. The Headmaster is a member of the Independent Schools Association (ISA) and an Additional Member of the Society of Heads of Independent Schools (SHMIS). The school is a member of the Independent Schools Information Service (ISCis). Its most recent full inspection by the Independent Schools Council (ISC) was in 1998.

The school is on two sites: a pair of adjacent listed James Adam houses in Portland Place built in

1780 and three Victorian buildings behind Portland Place in Great Portland Street. The Portland Place buildings underwent extensive refurbishment in 1996 and provide an outstanding environment for learning with some exceptionally fine architectural features. The buildings in Great Portland Street house a magnificent Art Studio, a drama studio and four laboratories for Physics, Chemistry and Biology.

At Portland Place we believe that children – boys and girls – should be taught together. We accept pupils with a wide range of backgrounds and a broad range of natural ability. We teach them in small classes which are set by ability. Our teachers are dedicated to their pupils who are placed first in all our decisions and policies.

Teaching is structured, firm and





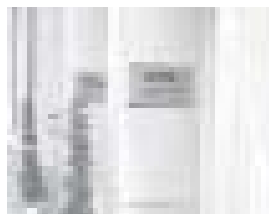
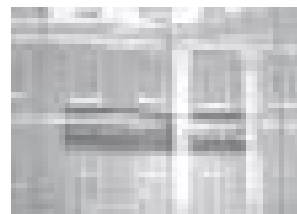
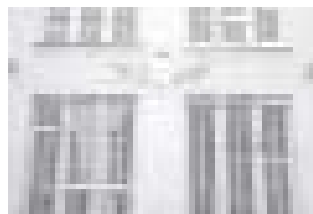
disciplined. In every lesson every child can expect individual attention. Their academic needs can therefore be met fully. Formteachers and Year Heads monitor each pupil's progress through tests and homework. Parents receive a report on their child six times a year and meet with the teachers at a Parents' Evening every term. These reports include information about the work covered through the term, a comment from the teacher on the child's progress as well as grades for effort and achievement. Where possible we always try to assess children using the criteria of the National Curriculum. Parents are also encouraged to meet individual teachers and formteachers to discuss any anxieties or problems before or after the school day.

Informality in the way teachers and pupils relate is reflected in our simple and functional uniform.

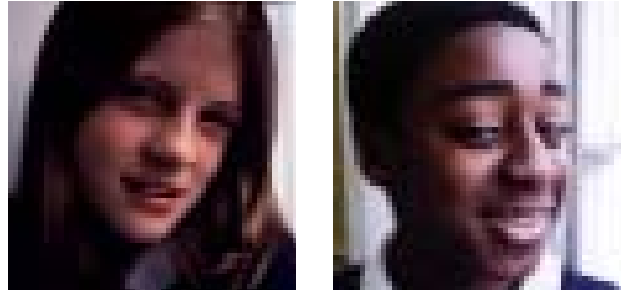
The enthusiasm and commitment of our teachers is immediately evident in their lessons and in the manner in which conversations take place throughout the school, both in class rooms and corridors.

The school's library is well stocked, whilst reference sources are now almost exclusively on line using the school wide wireless broadband internet and network. Computers for individual pupil use are to be found in the library (which also has internet access) and in classrooms. The school's computer rooms are equipped with a state of the art computer network with the very latest applications.

We urge you to come to visit the school. The school has an open morning at least every month, although many parents simply make an appointment to see the school and Head at a time convenient to both parties.







Academic Programme

Portland Place School has high academic standards. Developed from the British National Curriculum, the school's own curriculum offers a flexibility that, we believe, puts the pupil first. Our teaching is lively, involving and demanding; in consequence our pupils enjoy learning.

Pupils are organised into three separate programmes: Lower School (known as Key Stage 3 or Years 7, 8 and 9) for the 11-14 year olds; Senior School (Key Stage 4 or Years 10 and 11) for the 14-16 years old and the Sixth form (A Level, 16-18 years olds).

Key Stage 3 comprises a compulsory curriculum with a choice only of the modern language taken in Year 9. In Years 7 and 8 pupils take English, Mathematics, Science, History, Geography, Drama, Music and Computing and two modern foreign languages. Pupils take part in a lesson of Physical Education every day. The curriculum in Year 9 is the same except that pupils focus on one modern language leading to a

GCSE examination in Year 11.

Towards the end of Year 9, pupils are guided in their choice of GCSE Options for Years 10 and 11. Whilst most of the curriculum is compulsory (English Literature and Language, Mathematics, Physics, Chemistry, Biology and a Modern Language), pupils can choose three GCSEs from a selection of subjects (including History, Geography, Computing, Drama, Media Studies, Sport Studies, Art, Business Studies and Music). GCSE examinations are taken at the end of Year 11 in nine subjects.

At sixth form, students typically take four or five subjects that lead to AS examinations after one year and then move to three subjects (A2) in their second year leading to full A level. The school offers a broad range of subjects at A level including Mathematics, English, Biology, Chemistry, Physics, Media Studies, Art, Photography, Theatre Studies, Economics, Business Studies, History, Geography, Government & Politics, Design & Technology, French and Spanish.



The School Day



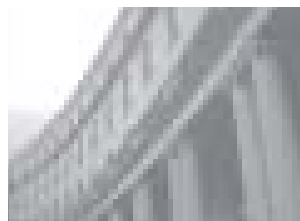
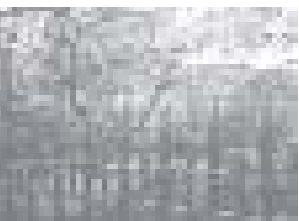
The normal school day starts at 8.50 am continuing until 3.40 pm. The day starts with registration with the formteacher. Each day there is an assembly for differing groups of pupils taken by the Headmaster or Deputy by or small groups of pupils performing music or drama. One of these assemblies is a formal reading from a religious text. Lessons begin immediately after assembly when pupils taking science, art or drama are escorted to Great Portland Street whilst one year group attends a Sport session and the rest attend lessons in Portland Place.

Pupils bring in their own packed lunch and eat in the school hall. Pupils in Years 10 and 11 are allowed out of the building during lunchtime if parents agree. Sixth formers can leave the building throughout the day for lunch and short breaks.

Homework is set for all pupils throughout the school. During the

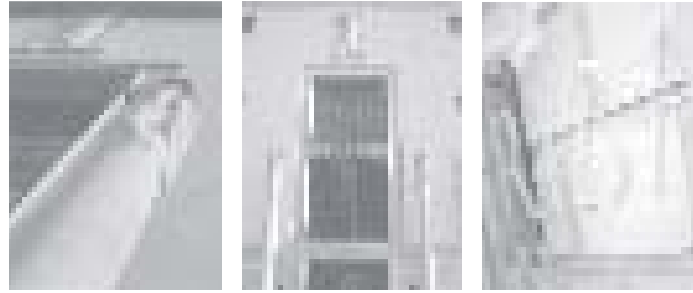
first three years each pupil is expected to complete homework in three subjects (representing about ninety minutes) each weekday evening. In the GCSE years this rises to at least two hours or more as deadlines for GCSE coursework approach.

Homework may be done under supervision in the school until 5.00 pm. One of the pupil's teachers is on hand and can give help (and encouragement) when required. Additionally, individual departments hold homework sessions after school to assist with GCSE coursework. Each pupil has a homework diary that details the homework programme for each week; the form teacher checks the diary at least once per week, but for many this is a daily routine. Parents take a full part in their child's homework by over-seeing the work at home and countersigning the homework diary at the end of each week.









Examinations and Reports

Pupils are assessed throughout each term with regular testing. Together with the marks from completed homework, these assessments form the basis of the reports sent to parents. At the end of the autumn term and summer term, formal examinations are held in all subjects.

Parents are sent a report of their child's progress at half term and the end of each term. These reports include a statement of the estimated National Curriculum attainment level for each subject as well as a grade for the pupil's effort for that half term session. The end of term reports also include a formal record of the topics studied

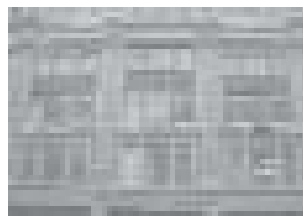
in each subject, examination marks and general comments on the child's performance throughout the whole term. The half term and end of term reports form the basis of the dialogue between staff and parents. Parents' meetings are arranged termly for each year group. These meetings provide an opportunity for parents and staff to exchange ideas as well as discussing the individual progress of their child.

Pupils in Year 11 (the GCSE year) and students in the sixth form have formal mock examinations early in the spring term followed by a meeting with parents to discuss examination entries.











Physical Education



We aim to make sport interesting, enjoyable and varied. All of our pupils are encouraged to participate in a comprehensive physical education programme. Outdoor sports (hockey, football, rugby, netball, tennis, cricket, cross country and athletics) take place in neighbouring Regent's Park – less than a ten minute walk from the school. A wide range of indoor activities (basketball, keep fit, fencing, dance and self-defence) takes place at the nearby University of Westminster gymnasium in Regent Street. Swimming is at the Seymour Centre and table tennis and dance in the school hall.

Pupils in Years 7, 8 and 9 have a daily sports session. Years 10 and

11 have one afternoon of sport per week. Many of our first team matches against other schools are scheduled during these afternoon lessons.

Optional after-school sport activities abound with senior and junior clubs for basketball, netball, football, cricket and tennis. Teams compete with other schools throughout London and across the country, taking part in many of the Independent Schools Association and Westminster tournaments.

The Physical Education department is staffed by teachers who teach sport exclusively. All are graduates of Physical Education and have usually represented their country in their own sport.



Art and Activities



Class music is a compulsory part of the curriculum in the first three years (Years 7, 8 and 9) and all pupils are encouraged, if they do not already play, to take up a musical instrument. Tuition can be arranged with one of the many visiting instrumental teachers during the school day or after school. A number of our pupils are junior members of the London Music Colleges.

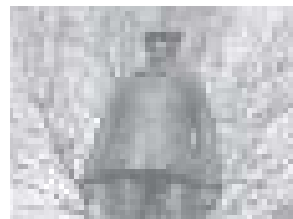
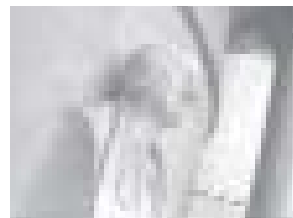
Chamber concerts are scheduled for the end of each term and are held as a showcase for the many pupils who play. The programmes are varied (with soloists and ensembles) and eclectic. We try to encourage every pupil who learns an instrument to take part in some way. The concerts usually end with a performance from the school

orchestral ensemble which rehearses weekly.

There is one music scholarship per year, awarded simply on musical merit. Scholars receive funds to pay for all or part of their instrumental tuition at school.

Pupils have many opportunities to take part in dramatic performances, both within lessons and after school. Groups perform in school assemblies and in the termly chamber concerts. School productions take place throughout the year. The senior school often performs in the drama studio in our building in Great Portland Street which can accommodate fifty parents. Lower school productions have taken place in at All Soul's Langham Place and the RIBA Headquarters in Portland Place.





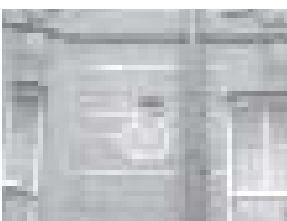
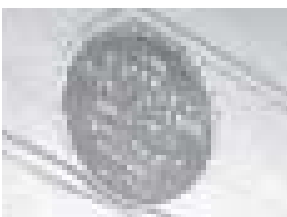


Visits to the important institutions and theatres of London are an integral part of school life for all pupils. Overseas trips include study tours to the battlefields of Belgium and Northern France, French exchanges to our partner school near Geneva, adventure programmes in Brittany, safaris in South Africa and 6th form visits to New York and Barcelona.

Within Britain, groups have taken part in outward bound courses in Derbyshire, sailing,

windsurfing and rock climbing at centres in London.

Pupils throughout the school attend matinee performances of relevant plays to their studies. Pupils in the lower school have been accompanied to children's concerts at the South Bank and to performances at the Royal Opera House. Those studying drama for GCSE and A level often visit the theatre for evening performances (to which parents are also invited to attend).







Personal Development

There are many times during a child's progression through the school when they are advised about their academic options. Parents are always involved in these sessions. At the end of Year 8, pupils need to select one of the two languages they have been studying. At the end of Year 9, every pupil is helped in their choice of GCSE options. This process is particularly pertinent to those who are thinking of taking up subjects not already studied in Year 9 (Business Studies, Media Studies etc). The procedure involves

parents at a very early stage and we expect pupils to have made up their minds before the beginning of their final term in Year 9.

In Year 11, pupils are counselled in the choice of A level subjects. All are given every support to achieve their aims and the school is also fully supported by the local careers service, Capital Careers.

The Head of sixth form assists each student in his or her application to University in Britain or overseas (or, in some cases, their 'gap' year).







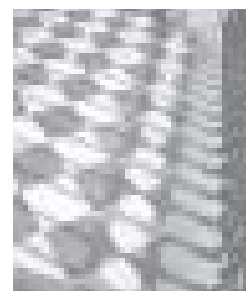
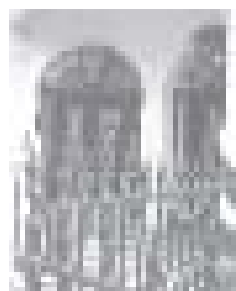
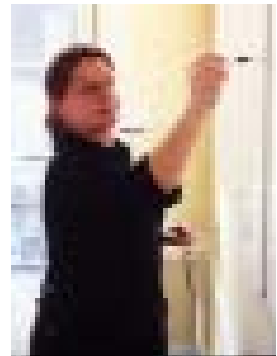


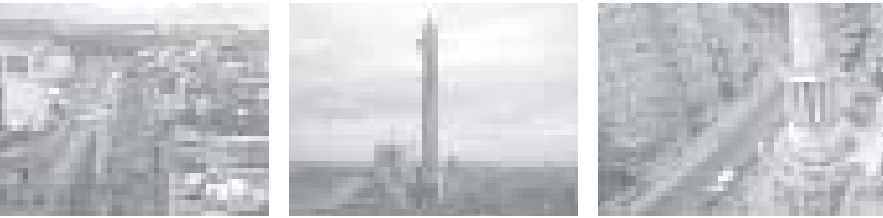
Teaching Staff

The key to the success of Portland Place School is the relationship between the pupils and teaching staff. All teachers are graduates and are specialists in their subjects as well as being professional educators. They work in departments with a senior colleague as Head of Department who is responsible for all curricular matters. They have the interests of each pupil at the heart of all their activities both within and outside their lessons. Whilst the relationship between pupils and teachers is formal, it is also approachable and friendly.

Each year group is split into forms, each with its own form

teacher. This staff member is well known to parents who are encouraged to telephone to discuss any matters relating to their child's schooling and development. The form teacher is responsible for the daily register taken at the start of the day and before the afternoon session. They also dismiss each child at the end of the day with their completed and checked homework diary. One of the formteachers is the Head of Year and deals with matters such as discipline, uniform, punctuality etc. During the Spring term, we arrange for parents to meet formally with each child's formteacher for an extended timetabled session.





The Headmaster

The Headmaster, Richard Walker, spent eight years as Head of Chemistry at St Paul's Girls' School, London, before joining the Davies Laing and Dick Group in 1988 as Principal of one of its sixth form colleges. He was the founding Headmaster of Portland Place, believing passionately in educating children (both boys and girls together) in an environment that is tolerant and mutually respectful with very clear objectives for all its members (staff and pupils). He believes that every pupil should be challenged and inspired in every lesson. Only then can a child reach their true potential and, importantly, enjoy their path through the school.

The school is non-religious and

non-denominational, although there is a weekly spiritual assembly for all pupils, the backgrounds of whom reflect London's multi-cultural society. An optional Christian group meets weekly and is led by colleagues from All Souls, Langham Place. The moral development of every pupil is central to everything we do both in and outside of the classroom.

From the beginning in 1996, we aimed to create a school for boys and girls of differing backgrounds and abilities, taught in classes set by ability. Boys are taught separately from girls only in Physical Education and even then, girls can and do join the football class and boys the rounders and dance groups.





PORTLAND PLACE SCHOOL

56-58 Portland Place
London W1B 1NJ
Tel: 020 7307 8700
Fax: 020 7436 2676
admin@portland-place.co.uk
www.portland-place.co.uk