PRO PATRIA POPULOQUE

BLUNDELL'S

YEARS 7-8

HOUSE INFORMATION | ACADEMIC GUIDE | CURRENT INFORMATION

USEFUL CONTACTS

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DEPUTY HEAD – ACADEMIC
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DEPUTY HEAD – CO-CURRICULAR
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DEPUTY HEAD – PASTORAL & SAFEGUARDING LEAD
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HEAD OF ADMISSIONS
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BURSARY
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MEDICAL CENTRE
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TRANSPORT
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CHAIRMAN OF THE GOVERNORS
via the Bursar (Clerk to the Governors)
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FOUNDATION OFFICE
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Email: t.cowle@blundells.org

OLD BLUNDELLIAN CLUB
Tel: 01884 232010
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TERM DATES

TERM	BEGINS	HALF-TERM & EXEAT	ENDS
AUTUMN 2026	**Thursday 3rd September** 8.15am BOARDERS RETURN*: Wednesday 2nd September	**Friday 16th October** 4.00pm - **Sunday 1st November** 6.00pm *Exeat* *Friday 20th November 1.00pm - Sunday 22nd November 6.00pm*	**Wednesday 9th December** 1.00pm SCHOOL HOUSE: Tuesday 8th Dec 3.30pm
SPRING 2027	**Tuesday 5th January** 8.15am BOARDERS RETURN: Monday 4th January 6.00pm – 9.00pm (unless by arrangement)	**Friday 12th February** 4.00pm - **Sunday 21st February** 6.00pm *Exeat* *Friday 22nd January 1.00pm - Sunday 24th January 6.00pm*	**Thursday 25th March** 1.00pm
SUMMER 2027	**Tuesday 20th April** 8.15am BOARDERS RETURN: Monday 19th April 6.00pm – 9.00pm (unless by arrangement)	**Friday 28th May** 4.00pm - **Sunday 6th June** 6.00pm	**Friday 2nd July** 4.30pm (Speech Day)

INTRODUCTION

Years 7 and 8 are collectively known as School House (SH), and they are based in the middle of the campus with their own designated boarding and recreational areas. We absolutely delight in having pupils join us in Year 7, and we have worked hard to create a fantastic educational experience for them. One of the great strengths of SH is that we were able to start with a blank canvas, which allowed us to create a programme that is ambitious, innovative, and exciting. By the end of Year 8, we aim for our pupils to have developed the self-awareness of how they learn in a broad array of subjects. The learning process should be deliberate, rewarding and most of all enjoyable. It should also develop the character trait that will serve them well both as a pupil and later in life, in particular: self-discipline and resilience.

We want our pupils to be brave, adventurous, and creative. School House is an environment where pupils feel safe to experiment and to make mistakes; where they are prepared to take risks and to attempt difficult challenges. Of course, these pre-teen years are not always straightforward, and in SH our expert team specialises in supporting children and their parents as they negotiate these transitional years.

School House also represents a great opportunity for pupils to try out boarding. Our excellent facilities really do create a home-from-home environment; some pupils join us as full or weekly boarders, while many families dip their toe in the water of boarding school life by taking advantage of our flexi boarding arrangements.

Mr Gareth Pearson BEng (hons)
HEAD

WELCOME TO

YEARS 7-8 AT BLUNDELL'S

Dear SH pupils, Parents and Guardians,

Welcome to School House.

You are coming into one of the oldest Houses at Blundell's as the youngest members of the senior school, and as the Houseparent of SH, I am very much looking forward to welcoming you.

SH is a thriving and vibrant community, with plenty of opportunities in sport, music, drama and inter-house competitions as well as the chance, of course, to push yourself academically. Throughout Year 7 and 8 you will enjoy the 'Roots and Wings' programme which capitalises on the co-curricular time each Friday afternoon as well as our extensive extra-curricular activity programme.

During the SH years, we want pupils to spend time getting to know what inspires them. We are passionate about creating a warm, positive environment where each and every pupil feels confident enough to express themselves. SH is based in the middle of the school campus where we have a lovely team of tutors and matrons who are always happy to help and resident members of staff to guide and support those boarding.

But most of all, I hope you thoroughly enjoy your time with us in SH and that it will be the beginning of an exciting time for you at Blundell's. Please take time to read this booklet, it should tell you everything you need to know to get started.

I look forward to welcoming you.

MR. J.A. ROCHFORT
HOUSEPARENT OF SCHOOL HOUSE

Our staff are subject specialists who teach across the whole spectrum of ages in the school. They are used to extending the brightest and encouraging those who find their academic studies more challenging. The school's EAL (English as an Additional Language) and Learning Support staff are available to help those who may require it. We take particular care to integrate pupils who come into Year 7 from a variety of different educational backgrounds.

Everything that School House ("SH") does starts with kindness, understanding and compassion, from ensuring that the newest and youngest pupils in Year 7 settle quickly, through to preparing them for their move into the senior houses at the end of Year 8.
At the heart of our community is not only a Houseparent, but also a Head of Pastoral Support, whose sole brief is to ensure our youngest pupils are cared for and happy.
To emphasise the significance of kindness to our community, we have introduced the SH Kindness Award. This is voted for by the pupils, and is given to the pupil in Year 8 who has consistently embodied this kindness throughout their time in the house.

A BRIEF HISTORY OF SCHOOL HOUSE

When Blundell's was built in 1882 School House was not only a boarding house run by the Headmaster, A.L. Francis, but also his private residence. Initially, there were just 23 boys, but numbers grew rapidly, and in 1890 a new three-storey wing was completed, with classrooms, studies and bedrooms. School House were almost unbeatable at cricket in the early days, winning the House Cup every season from 1888 to 1892, and setting the record, still unbeaten, for a single innings – 593. One of School House's most distinguished pupils, Sir John Collings Squire, was here from 1901 to 1903. He later became famous as a poet and editor of the New Statesman and the London Mercury.

A.L. Francis moved into the newly-built Headmaster's house, appointing E.G. Peirce as Housemaster. Peirce stayed for just 6 years in School House, but served Blundell's as Master and Bursar for over 40 years. His successor as Housemaster was R. Montgomery, who saw the numbers rise steadily to over 40. He gave way in 1923 to E.C. Fisher. Two of his boarders went on to carve out successful careers for themselves; Raglan Squire (the son of Sir John Squire) became a renowned architect, and designed Blundell's present Big School and the School's Lady Chapel, and Michael Gilbert who found success as a lawyer and crime writer. In Fisher's time the Headmaster's study was moved to its present location, and its former place was made into a prep room for School House. Fisher left the house, and Blundell's, in 1934 to get married.

Kenneth Edwards had been at Petergate as a boy, and returned in 1927 to teach Latin and English, and now replaced Fisher at School House. Stephen Spender lodged in the house for one term in 1940 while he taught at Blundell's, and often Edwards invited the boys to pass the evening with him and his friend C. Day-Lewis. During Edwards' final year two of Blundell's most accomplished musicians boarded in the house. Peter Hurford, organist and composer (pupil, SH 1944-48). was to be music master at St. Alban's Abbey and a celebrated organist, and his contemporary David Parkhouse, a pianist, was one of the founder members of the Music Group of London.

Edwards left in 1945 and joined the Old Vic, with his place as Housemaster being filled by Dr. Lloyd-Lewis, whose tenure lasted until 1958. During his time a new kitchen area was constructed and a new oil-fired heating system installed. Ted Chanter followed next. He had already completed 13 years as Housemaster, so was well-accustomed to the task. He was a formidable force in the life of Blundell's: a strict disciplinarian, yet full of compassion for each individual. Chanter gave way in 1971 to Brian Richards, who had arrived from industry seven years before. In the first year of Brian's residence the house was largely remodelled, and the private accommodation reduced, bringing 44 boys into studies. In 1980 shortly after the arrival of girls, an area of School House was separated from the boys' quarters to accommodate seven of them.

Peter Lanfear, a Modern Language teacher like Richards, took over the house in 1985, and during his stay a large number of the studies were turned into bedsits. School House became the Junior Department in 1996, with its boys and girls aged from 11 to 13 years and Dee and John Brigden as Houseparents. This new venture was a resounding success, and the Brigdens developed a strong, compassionate environment from which the younger members of Blundell's have moved confidently and seamlessly into the senior school. The many talented youngsters of recent years have included Natalie Dew, one of the stars of the BBC series Monsters TV, and Alice Shepherd, who represented Great Britain in the Baltic Youth Games in the modern pentathlon. James Postle took over as Houseparent in 2008 and was succeeded by Damian Marshman, who moved with his wife Katey and children to School House in 2011.

School House grew and thrived under his care, and underwent extensive refurbishment in 2012. Kate Corbin then ran School House between 2017-19 before James Rochfort took over as Houeparent in September 2019.

HOUSEPARENTS

1882-1906	A.L. FRANCIS
1906-12	E.G. PEIRCE
1912-23	R. MONTGOMERY
1923-34	E.C. FISHER
1934-45	K.G. EDWARDS
1945-58	DR. J.E. LLOYD-LEWIS
1958-71	E.W. CHANTER
1971-85	R.B. RICHARDS
1985-96	P. LANFEAR
1996-2008	J.W. BRIGDEN
2008-11	J.R.W. POSTLE
2011-17	D.P. MARSHMAN
2017-19	K.L. CORBIN
2019-	J.A. ROCHFORT

HOUSE STAFF

Mr James Rochfort (JAR) HOUSEPARENT

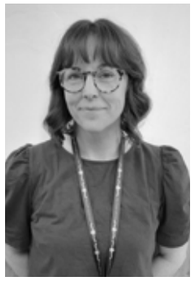
As Houseparent Mr Rochfort takes overall responsibility for the running of the House. The welfare of all members of SH, including pupils, staff, matrons and the domestic staff are his concern. He is also Artistic Director of Drama.

Miss Kate Woolford (KEW) PASTORAL HOUSEMISTRESS

Miss Woolford oversees the day-to-day running of the House. She also takes the lead on the welfare of our pupils and is always available in House to assist with issues as they arise.

Mr Andrew Mead
HEAD OF YEAR 8

Mr Mead is Head of Chemistry and Head of Year 8.
He also runs the golf at Blundell's.



Mrs Leah Thomas
HEAD OF YEAR 7

Mrs Thomas teaches English and is Head of Year 7.

"SH Is A Vibrant And Fun Environment For Our Year 7 & 8 Pupils, Ensuring That They Have The Best Possible Start To Life At Blundell's. Whether It Be In The Classroom, On The Sports Field Or In The Creative Arts, SH Is *A Supporting And Caring Community.*"

James Rochfort
HOUSE PARENT | SCHOOL HOUSE

Mrs Tona Cruickshank
MATRON

Miss Kayleigh Sharland
MATRON

We are lucky to have two dedicated matrons in School House. They are around the House throughout the day and help ensure that everything runs smoothly. They should be the first port of call if pupils feel unwell or have any concerns. Parents should contact our Matrons (8am - 6pm) if there are any medical issues that we need to know about or if a pupil is absent.

HOUSE FACILITIES

BOARDERS COMMON ROOM

The Common Room is a relaxing area for the boarders, furnished comfortably with a range of beanbags and sofas. There is a TV with DVD player and Sky, which the pupils have use of in their free time. The television must be switched off during lesson time, games, activities, prep and after 8.15pm in the week.

BOARDERS GAMES ROOM

The Games Room boasts a table football and an X-box for use in free time with a range of suitable games. There is also plenty of space for duty staff to run activities or play boards games with the pupils in the evening. The Games Room may not be used during prep, lessons or after 8.15pm.

COMMON ROOMS

Each year group has a common room where their locker is located along with some soft seating. These are at the heart of the house and where sports and activity notices will be displayed.

THE DAY ROOM

This is a multi-purpose room which houses the kitchen area for the Matrons to prepare snacks and drinks, as well as a quiet work area with two networked computers. Day pupils are welcome to work here or check emails before, during and after the school day. There are also some comfy sofas for chatting on when pupils need a quiet moment.

COMPUTERS

There are computers on the ground floor in the House. All are connected to the School Intranet which has the appropriate security measures in place. WiFi is available throughout the House. Parents are asked to ensure that the relevant security and safeguarding procedures are in place when pupils connect direct to the internet from their own laptop or tablet. Please also ensure that any device is covered under your own insurance.

THE SH PATCH

The School House patch is an area of astro turf where pupils can play ball games, run around or just sit in the sun. It is floodlit at night when the weather permits outdoor play! There is also outdoor Table Tennis and picnic benches for the pupils to use.

TUTORS

Every pupil will be a member of a small tutor group that will meet several times each week. Tutors will help with any concerns that may occur, monitor academic progress and provide support and challenge so that pupils can achieve their best. All our tutors do a regular day or evening duty in the House. Pupils will be assigned their tutor at the beginning of term.

YEAR 7

Year 7 provides an exciting start to a pupil's time at Blundell's senior school. Our nurturing support, both the pastoral and academic, allows pupils to make a smooth transition from both Prep and Primary schools.

Pupils are fortunate to be taught by inspiring teachers in specialist facilities, which allows them to explore new subjects in depth. English, Maths and Science form the core of the teaching in Year 7, alongside the stimulating content from a range of new subjects, including Geography, History, Latin and Modern Languages. Pupils also learn Computer Science, RS, PE, and many creative subjects, such as D&T, Art, Music and Drama.

As they find their feet during this time, their confidence builds and our teachers help to provide warm, engaging, interactive environments and help to develop the pupil's independence, resilience, and collaborative learning.

We pride ourselves on the support we give pupils as they start at the senior school. Whilst this can be initially daunting, we aim to make Year 7 a fun and enjoyable time, learning new subjects and finding new friends. It is a very important and special time that can create a strong foundation for their studies at Blundell's and stimulate their future intellectual curiosity.

LEAH THOMAS
Head of Year 7

HOUSE CAPTAINS
There are five 'Houses' within SH, (Buckland, Babbington, Cowley, Hill and Ashworth) which enable inter-house competition to take place across the academic year. Towards the end of each summer term the pupils vote for a Year 7 boy and girl in each house to lead them from the following September.

HOUSE OFFICERS
Officers are appointed from Year 8 in the Autumn term. They are generally chosen by the Houseparent to take the lead on a particular area of house life, such as charity, music and the school council.

YEAR 8

Year 8 follows the same broad curriculum as Year 7. Numeracy and literacy remain the focus of all learning, and as such Maths and English continue to have more curriculum time than the other subjects. We also hugely value those subjects studied in the Arts, Humanities, Languages and Sciences which continue to be taught by the very best teachers, including Heads of Departments. By the end of Year 8 pupils will be equipped to make their subject choices as they move into Year 9.

There is no doubt that Year 7 and 8 are very exciting years of learning for pupils and for teachers. The diversity is hugely stimulating, and the students are full of curiosity and open to all pathways. We do our very best at Blundell's to help them discover where their academic passions lie, opening doors that they have not yet considered. It is in these years that we aim to foster a love of learning through excellence, dedication and passion from all the subject leaders.

ANDREW MEAD
Head of Year 8

DARTMOOR EXPEDITION

In the Summer Term Year 8 embark on an exciting three day challenge on Dartmoor. The groups have separate courses and must navigate, abseil, rock climb as well as gorge scramble on the river Plym, before meeting up to build shelters from tarpaulins and cook their meals (fajitas at Sheep's Tor and BBQ at Dewerstone).

The pupils learn a lot about themselves, develop new skills and the benefits of teamwork, whilst developing resilience, loyalty and a respect for others. It is hoped that many will be inspired to take part in the Duke of Edinburgh Award and Ten Tors Challenges in Senior School.

OUR SH HOUSES

BUCKLAND

Honoring the legacy of William Buckland, the trailblazing geologist, theologian and palaeontologist whose life combined curiosity, courage, and compassion.
A former Blundellian, Buckland became Oxford's first Professor of Geology and made history by writing the first full scientific account of a dinosaur, Megalosaurus. His work exemplified a bold intellect, unafraid to challenge both scientific and religious orthodoxy. Buckland's courage lay in his readiness to confront controversy, revising long-held beliefs in the light of new evidence.
Beyond academia, he demonstrated kindness and fairness, most notably by supporting Mary Anning, a working-class fossil hunter, at a time when women's contributions were often overlooked. Despite some eccentric dietary habits, his legacy is one of intellectual bravery, ambition, and open-mindedness. Pupils in Buckland House are encouraged to explore boldly, question respectfully, and learn with both rigor and empathy, embracing discovery in all its forms and standing up for others along the way.

ASHWORTH

Ashworth House carries the name of Arabella Whitehead (née Ashworth), a courageous trailblazer, dedicated scholar, and compassionate leader whose life embodies the values of resilience, ambition, and kindness. In 1975, Arabella became the first girl to attend Blundell's School, stepping into a traditionally all-male environment with quiet strength and dignity. For a full year, she was the only female pupil. a bold milestone that paved the way for future generations.
After completing her A-levels, Arabella studied Psychology and Education at the University of Warwick, later earning a Master's degree and qualifying as a Chartered Clinical Psychologist in 1987. Her academic and professional journey reflected a deep commitment to understanding and supporting others. In her NHS career, she worked with children and adults with developmental disorders, describing the role as "a privilege." Her kindness was expressed through action, listening with empathy, supporting families through challenges, and working with humility and care. Pupils in Ashworth House lead with empathy, act with integrity, and face adversity with quiet courage. The house champions not only academic and personal excellence, but also the strength found in kindness, reminding students that lifting others, listening well, and acting with compassion are forms of leadership just as powerful as any accolade. Arabella's legacy is a call to be brave enough to be first, strong enough to persevere, and kind enough to leave a lasting mark on others.

COWLEY

Cowley House celebrates the legacy of Hannah Cowley, the bold and brilliant playwright and poet born in Tiverton in 1743. At a time when women's voices were often dismissed, Cowley used her intellect and creativity to challenge societal expectations, most notably through her acclaimed play The Belle's Stratagem, which promoted women's independence and intelligence. Her courage lay not on a battlefield, but on the stage and page, confronting issues of gender, power, and injustice, including in her moving elegy on the suffering of enslaved people.
 Pupils in Cowley House are known for their ambition, creativity, empathy, and integrity. They are encouraged to think critically, speak up for what is right, and use their talents to question convention and imagine a fairer world. Cowley House honours resilience in the face of criticism, the pursuit of knowledge, and the power of words to drive social change.

BABBINGTON

Named in honour of Captain Katharine Armstrong (née Babbington), a pioneering former pupil who joined Blundell's in 1990 and made history as both the first recorded female winner of the Russell and as Head of School; at a time when the role was singular and rarely held by a girl. After reading Biology at Edinburgh University, she entered the Royal Navy, where she became the first woman to win the Queen's Sword, awarded to the top officer cadet at Britannia Royal Naval College. As a Warfare Officer, she served at sea with distinction and received the General Service Medal from her father, Colonel Babbington R.M. Over a career spanning more than two decades, she has served at the forefront of operations and at the strategic centre of defence policy. Now Deputy Assistant Chief of Staff at the Maritime Operations Centre, she continues to lead change across the Navy. Captain Armstrong exemplifies clarity, fairness, and resilience in environments where these qualities are most tested. Pupils in Babbington House are known for their determination, ambition, integrity, and sense of service. They are encouraged to lead with courage and humility, to think boldly, and to pave the way for others with confidence and kindness. Babbington House stands for quiet strength, pioneering spirit, and the belief that real leadership is measured not by rank or recognition, but by impact, inclusion, and example.

HILL

Named in honour of Major Jack Hill, a heroic figure whose life exemplified unwavering bravery, resilience, and leadership. A former pupil of Blundell's School, Hill rose through the ranks of the British Army during the Napoleonic Wars, serving with distinction in every major campaign, including the pivotal Battle of Waterloo, where he sustained five grievous injuries yet miraculously survived. He was a member of the Royal Welsh Fusiliers. Earlier in his career, he had also survived a devastating shipwreck through remarkable courage and resourcefulness. Hill's ambition drove him to lead troops across Europe, Egypt, and the West Indies, commanding respect through both skill and integrity. Yet beyond the battlefield, he showed great compassion, writing personally to the families of fallen comrades to offer comfort in times of loss. Pupils in Hill House are known for their courage, perseverance, discipline, and empathy. They are encouraged to lead with integrity, face adversity with strength, and show kindness in action, not just in words. Hill House would foster a spirit of quiet determination, service, and honour, preparing students to meet challenges head-on while caring deeply for those around them.

OUR CAMPUS

Set within over 100 acres on the edge of Tiverton, Blundell's offers a welcoming, co-educational education from Nursery to Sixth Form. Our Prep and Senior Schools occupy adjoining sites and share outstanding facilities, including a swimming pool, all-weather pitches and a theatre.

Blundell's Prep provides a nurturing start for children aged 3–11, with Nursery and Pre-Prep at Milestones followed by Prep from age 7.

At the Senior School, pupils aged 11–13 enjoy the dedicated pastoral care and boarding facilities of School House. From 13–18, they join the wider school community, combining academic ambition with a rich programme of sport, activities and Saturday fixtures.

PREP SCHOOL

1. MAYFIELD (NURSERY & PRE-PREP. Co-Ed. 3-7)
2. MILESTONES (PREP. Co-Ed. 7-11)

BOARDING HOUSES

1. FRANCIS HOUSE (B. 13-17)
2. GORTON HOUSE (G. 13-17)
3. NORTH CLOSE (G. 13-17)
4. PETERGATE (B. 13-17)
5. **SCHOOL HOUSE (Co-Ed. 11-13)**
6. WESTLAKE (Co-Ed. 17-18)
7. OLD HOUSE (B. 13-17)

FACILITIES

1. CLOCK TOWER & RECEPTION
2. PORTER'S OFFICE
3. BLUNDELL HOUSE
4. DINING HALL
5. KITCHENS
6. MEDICAL CENTRE
7. BLUNDELL'S GOLF ACADEMY
8. MUSIC SCHOOL
9. BIG SCHOOL
10. ONDAATJE HALL
11. THE POPHAM CENTRE
12. BURSARY
13. FIVES COURTS
14. SQUASH COURTS
15. SPORTS HALL & FITNESS SUITE
16. EAST PAVILION
17. SWIMMING POOL
18. CRICKET PAVILION
19. CHAPEL
20. LIBRARY
21. DEVELOPMENT OFFICE
22. FOBS CAFÉ
23. GYMNASIUM
24. BEALE CENTRE (OBs)
25. CCF & RIFLE RANGE
26. TRANSPORT OFFICE

THE HOUSE SYSTEM

At Blundell's, every pupil belongs to a House, creating a strong sense of community for boarders and day pupils alike. Guided by dedicated House Parents, our boarding ethos lies at the heart of Blundell's life, bringing together pupils from the West Country, across the UK and around the world.

AGES 11-13
YEAR GROUPS 7-8

CO-EDUCATIONAL

AGES 13–17
YEAR GROUPS 9–12

BOYS

GIRLS

GIRLS

BOYS

BOYS

AGES 17–19
YEAR 13

CO-EDUCATIONAL

THE SCHOOL WEEK

WEEK DAY ROUTINE **ACADEMIC TIMETABLE**

		1	2	BREAK	3	4	LUNCH		5	6	AFTER LESSONS
TIME	**START**	**8.45-9.35AM**	**9.40-10.30AM**		**10.55-11.45AM**	**11.50AM-12.40PM**	**12.40PM-2.05PM**		**2.05-2.55PM**	**3.00-3.50PM**	**4.10-5.15PM**
MON		Latin Prayer then tutor	Lessons		Lessons	Y7 Lessons	Y7 Lunch	Y7 Activities	Lessons	Lessons	Supervised Prep
						Y8 Games		Y8 Lunch			
TUE	8.20am Tutor/Chapel (Rotation)	Lessons	Lessons		Lessons	Y7 Games		Y7 Lunch	Lessons	Lessons	Supervised Prep
						Y8 Lessons	Y8 Lunch	Y8 Activities			
WED	8.20am Tutor	Lessons	Lessons		Lessons	Lessons	Y7&8 Lunch		English/ Maths	Rec Time	
									Matches		
THU	8.20am Tutor	Lessons	Lessons		Lessons	Lessons	Y7&8 Lunch	SH Meeting	Lessons	Lessons	Y7-8 Games
FRI	8.20am SLT Assembly /Chapel	Lessons	Lessons		Lessons	Lessons	Y7&8 Lunch	SH Choir	Lessons	Roots & Wings	Roots & Wings
SAT	Matches										

REGISTRATION: ALL PUPILS MUST REGISTER BY 8.15AM

WEEK DAY ROUTINE **BOARDERS**

MONDAY - FRIDAY

7.30am	SH breakfast in the dining hall.
8.00-8.20am	Electronic registration

ACADEMIC TIMETABLE

5.20pm	Roll Call
5.30-6.20pm	Prep

6.25 – 6.45PM SUPPER

EVENING

6.45 – 8.15pm	Evening activity and free time
8.45 – 9.00pm	Lights out.

SATURDAY

7.45 - 8.15am	SH breakfast in house.
8.45am - 12noon	Free Time in house or sports fixtures.

ACADEMIC TIMETABLE

Afternoon	Free time, local trip (swimming, shopping) or sports fixtures

6.30 – 7.00PM SUPPER

EVENING

6.45 – 8.15pm	Evening activity and free time
8.45 – 9.00pm	Lights out

SUNDAY

9.00 - 9.45am	Breakfast
10.30am	Chapel - compulsory for those who stayed in on Saturday
11.30-12.30	School Brunch instead of breakfast and lunch

12.35 – 1.15PM LUNCH

Afternoon	Trip or activity for all SH boarders
6.00pm	All back in House

6.00 – 6.30PM SUPPER

EVENING

6.45 – 8.15pm	Evening activity and free time
8.45 – 9.00pm	Lights out

COMMUNICATION

THE SCHOOL CALENDAR

Each term the school produces a Calendar, which details the daily programme within the school. A copy is given to each pupil and an extra copy is sent home. The Calendar is also available in full at **my.blundells.org** It is an essential aspect of school life and we try to ensure it is accurate. If amendments are made, we will announce the changes on the web page. Parents are most welcome to attend any event listed in the Calendar; however, those with an asterisk will require tickets, which can be obtained from **trybooking.com.**

The opening and closing pages detail other useful information including future term dates, lesson times and the Pupils' Personal Problems procedure.

HOUSE MEETINGS

These occur weekly. They are compulsory as messages are read out, awards given and House events discussed and planned. The House meeting is a key event every week which tutors will also attend whenever possible.

NOTICE BOARDS FOR PUPILS

Urgent notices are displayed on the screen or board at the end of Drake's Passage outside the Day Room. It is important pupils regularly check this board. There are a range of other notice boards along Drake's Passage with day to day information. Sports teams will be displayed in each common room and on the front entrance noticeboard for parents.

MOBILE PHONES

We do not recommend that pupils in SH have mobile phones at school. Messages can always be passed to pupils via the SH office, should pupils need to be contacted during the day, and there are landline phones that can be used should you need to talk to your child, or vice versa. If pupils do bring a mobile phone into SH they will need to hand it in at the start of the day, where it will be stored safely for them to collect at the end of the day and take home. Boarders will be given time in the evenings to use their phones, but they will then be handed back in again before bedtime. If you wish to give your child a mobile phone, we strongly recommend that this is a 'brick' style device (i.e. a Nokia), and not a smartphone.

WEBSITE

The School is well resourced with IT facilities and the pupils are encouraged to take advantage of these. There is a comprehensive IT policy for the pupils and we have a strong filtering system; however, we also believe it is important to educate the pupils to use the internet responsibly. Advice on IT safety is published for pupils in their planners.

REPORTS AND PARENTS EVENINGS

A report on a pupil's progress will be produced each half of term, either in the form of a Tutor Report or Full Report. The only exception to this is when a Parent's Evening falls in that half of term. In Year 7 there are two parent's evenings (autumn and summer) and in Year 8 there is a parent's evening in the spring.

KEY CONTACT INFORMATION

It is important for pupils and parents to feel they can contact the school at any time. The first port of call will normally be Mr Rochfort or the pupil's Tutor. However, it is also perfectly acceptable to contact the Head with any questions or concerns.

CONTACT DETAILS:

HOUSE PARENT'S OFFICE: **01884 232370**
schoolhouse@blundells.org

SCHOOL HOUSE: **01884 232367**
Please ring either of these numbers after 8.00am if a student is going to be late or absent or email schoolhouse@blundells.org **07972 162404**

SENIOR SCHOOL MAIN OFFICE: **01884 252543**
main-office@blundells.org

MEDICAL CENTRE: **01884 232422**
medical@blundells.org

POSTAL ADDRESS:

School House
Blundell's School
TIVERTON
Devon
EX16 4DW

THE SCHOOL WEEK

ARRIVING, REGISTRATION AND ABSENCE

You should arrive and leave School in full school uniform or tracksuit. The only exceptions to this are granted by JAR in advance.

ARRIVING

Pupils should enter School House through the main front door that opens onto the Head's Lawn at the front of the senior school.

Year 7 are dropped and collected from outside the front of SH, whereas Year 8 are dropped off outside SH but collected from the back of Big School (main car park) to alleviate congestion.

In the morning pupils must use the electronic registration system **01**, **02**, or **03** to let us know whether they intend to go home at 5.30pm **(Day - 01)**, at 7.30pm after prep **(Prep - 02)** or stay the night **(Board - 03)**.

REGISTRATION

Registration (thumbprint) and House line up are incredibly important so that we know where pupils are. **Pupils must register by 8.15am every day and be ready for House line up at 8.30am.** When it is dry this will take place on the SH patch but when wet we will go into the year 8 Common Room.

If pupils are late coming into school (after 8.30) they should report to Matron in the first instance who will sign them in or send them to the main office if registration is closed.

LEAVING

Pupils may be picked up between **5.10pm** and **5.30pm** (end of the day) **4.00pm** to **4.15pm** on Weds, (although pupils are welcome to remain at school until 5.30 in the library), or **6.20pm** (after Prep ends). These times cause the least disruption to the school day.

ABSENCE FROM SCHOOL

Planned absence from school will require permission from the Head. Parents should inform him in writing of their intentions well in advance. Requests for leave of absence on compassionate grounds or exceptional circumstances should also be made in writing to the Head in advance of the proposed absence.
Absence for medical appointments should be sent by e-mail or in writing to the Matron team to ensure it is recorded on the register correctly.

ABSENCE FROM A LESSON

If, for any reason, including a music lesson, a pupil has to miss a school period, it is polite to let their teacher know. If they are "off games" or excused from activities, they must obtain an "absit" chit from the Medical Centre to show to the relevant member of staff.
It is important that such absences are correctly recorded.

DUTY ROTA

Monday to Thursday there will be two members of staff on duty from 5.30 – 9.15. Outside these times a resident member of staff will be on duty. The duty rota will be displayed outside Matrons' Room.

THE ROAD

Years 7 & 8 may only cross Blundells Road at the Pelican crossing. Pupils **may not** walk up the main drive into school between the two stones with "Blundell's" carved on them. This is for vehicles only.

CHAPEL

For Years 7 and 8 Chapel takes place on Tuesday and Friday. On Monday we have Latin Prayer (whole school assembly). Chapel lasts for ten minutes and includes a reading, thought for the day, prayers and a hymn. The Chaplain seeks to provide a varied experience which will involve participation from pupils, members of staff and outside speakers.

On a number of Sundays a full service is held for the boarders commencing either at 10.00am or at 7.00pm. The dates of these services can be found in the School Calendar; parents are most welcome to join us for these.
For Salvete Scholastici (Welcome Service) the whole of SH come together to worship on the designated Sunday. Boarders will attend a Remembrance Sunday Service, with day pupils attending a short service on the 11th November. Every other year the whole school community attends a carol service in Exeter Cathedral. In the intervening year SH have their own carol service in the school chapel.

NORMAL WEEKENDS

Full boarders are to be in school on normal weekends. All those boarding are to attend Chapel on Sunday.

EXEAT WEEKENDS

EXEAT WEEKENDS - ALL PUPILS

(Friday 1.00pm to Sunday 9.00pm)
Twice a year, in the Autumn and Spring Terms we have an Exeat weekend that runs from Friday afternoon until the Sunday evening. During the weekend the school will be closed, however, International Boarders are able to stay in school at no extra cost as part of their package.

Over these weekends all pupils are asked to leave the House at 1.00pm for the Exeat, staying with parents, guardians or friends. For boarders JAR will need to have permission by email from their parents or guardian and from the host family a week before the event occurs.

START/END OF TERM ARRANGEMENTS

In order that the house may be cleaned thoroughly, we insist that all clothing and linen is taken home at the end of term and that rooms are emptied **completely** at the end of each term. Posters may remain on walls over Christmas and Easter but must be removed at the end of the summer term. There is limited storage in SH and is **only for those pupils who live abroad**.

Please ensure that pupils do not return before the stated time in the calendar, unless by prior arrangement with KEW.

INTERNATIONAL PUPILS

Whenever pupils leave school, KEW will need to have the details of all travel arrangements and accommodation from leaving SH to when they return to school. This will include details of taxis, train times, flight times, flight numbers, destinations and the name, address and telephone number of the adult that will be supervising the pupil if they are not travelling directly home. This is a requirement of the UKVI.

Please ensure that overseas pupils do not arrive before the published return times in the calendar unless by prior arrangement with KEW.

11+ ENTRANCE

EXTERNAL CANDIDATES CAN CHOOSE TO SIT ENTRANCE PAPERS OR AWARD PAPERS
- both are taken at the same time

1.ENTRANCE PAPERS
based on the National Curriculum
MATHEMATICS (1 HOUR)
ENGLISH (1 HOUR)
There are no sample papers available

2. AWARD PAPERS
which will exceed the National Curriculum for their age.
MATHEMATICS (1 HOUR)
ENGLISH (1 HOUR)
Sample papers are available

All applicants will also take a **New Group Reading Test**.

"In School House we want pupils to spend time getting to know what inspires them. We are passionate about creating a warm, positive environment where each and every pupil feels confident enough to express themselves – we strive to build solid foundations which underpin all Blundellians as they move upwards through the school"

MR ROCHFORT
(HOUSE PARENT OF SCHOOL HOUSE)

FURTHER INFORMATION

The Admissions Co-ordinator:
Tel: 01884 232310

Email:
l.wright@blundells.org

or via our website:
www.blundells.org

11+ ENTRANCE EXAMINATIONS & AWARDS*

EXAMINATION DATE
Saturday 9th January 2027
CLOSING DATE: Monday 1st January 2027

MUSIC AWARDS
Monday 11th January 2027
CLOSING DATE: Monday 1st January 2027

*11+ Awards are up to 20% of the fees

ACADEMIC AWARDS
A small number of academic awards will be offered to those who excel in the Award Papers. These awards can be up to 20% of the fees and will last for 2 years, pupil performance is reviewed annually.

FOUNDATION BURSARIES
Blundell's is fortunate to be able to offer a number of Foundation Bursaries to successful applicants whose parents need financial assistance. These awards are competed for via the 11+ Awards and take the form of a fee reduction. All Bursary Awards are subject to the School's ability to fund them within the context of its overall budget, and therefore levels cannot be guaranteed. Candidates are requested to visit the school before the closing date for the 11+ examinations. Foundation applicants should be registered as per normal, however, they are exempt from paying the registration fee.

MUSIC AWARDS
Music Awards at 11+ will be held in the Spring Term and will usually entail an audition and interview. Candidates should bring their instruments with them and music for the accompanist if required. Music Awards continue into the Senior School.

Candidates at 11+ should be able to offer one or two instruments or voice. As a guide, Grade 3+ would be advised and if presenting one instrument it would be expected to be more advanced. Considerable importance is also attached to general musical knowledge, aural ability and sight reading. Choral Awards are awarded to singers and they may apply without an instrumental second instrument. Candidates will be required to play two contrasting pieces on their first study plus another piece of their choice on their second study. Music Award holders are expected to make a valuable contribution to the musical life of the School. Parents and Head Teachers are invited to contact the Director of Music for further information and advice.

CURRICULUM

In Years 7 & 8, pupils study 18 different subjects to give them experience of a wide range of courses. They also partake in the 'Roots and Wings' extension and enrichment programme, which challenges them in topics not covered in the classroom.

INTERNATIONAL PUPILS

THROUGHOUT ITS 400 YEAR HISTORY BLUNDELL'S HAS PROVIDED FOR PUPILS FROM OVERSEAS. IMPROVEMENTS IN TRAVEL AND COMMUNICATION OVER THE LAST TWO DECADES, HAS PRODUCED A WIDER RANGE OF INTERNATIONAL STUDENTS THAN IN THE PAST AND THEY USUALLY MAKE UP ABOUT 15% OF THE TOTAL NUMBER.

Overseas students are fully integrated into the school and the boarding houses are always open at weekends, even on Leave Weekends. All overseas students require a UK based Guardian. Prospective students can expect to be tested in English and Mathematics before entry and by interview if at all possible.

One of our greatest Old Blundellian benefactors, Sir Christopher Ondaatje OC, CBE, when opening the magnificently appointed Ondaatje Theatre, declared his wish that the building should symbolise international understanding and accord. We feel we are offering a truly international education whilst restricting numbers of students from each country so that the ethos of an English boarding school is enriched rather than diluted. Friendships quickly spring up between the English and International students at Blundell's, leading to greater understanding for all.

1 year students are accepted in all years if beds are available.1 term students are accepted if a bed is available, please do enquire at **admissions@blundells.org**

BLUNDELL´S INTERNATIONAL HUB

The aims of the international committee are to promote integration and to help all international students settle into the Blundell's way of life.

The International Committee is run by the senior overseas pupils themselves within the International Hub and they help to provide role models for the younger or new pupils. They meet regularly and put on social and cultural events in the evenings to help boarders to integrate. These have included Welcome Evenings, Moon Festival and International Games Evenings. Yearly events have included European Day of Languages, Chinese New Year and Diwali celebrations. They often co-ordinate with the kitchen staff to provide food associated with their home countries during these cultural celebrations and they make presentations to the whole school community to promote international understanding.

The new International Hub provides a central area where all international pupils will feel welcome and supported. They can drop in for a chat at any time and always find a friendly face within the EAL team, who will help and advise them – there is very rarely a problem that cannot be solved by our staff as long as they know about them.

The School arranges coaches to pick up pupils from Heathrow on the first day of each half of term at 11.30am and 6.30pm. There is also a coach to take pupils to Heathrow by 11.30am on the last day of each half of term. These coaches can be booked via the Second Master's PA.

ASSISTANCE WITH ENGLISH

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)
Small group and individual classes with qualified and experienced English language teachers

EAL COURSES
IELTS and Cambridge EQ

ENGLISH LANGUAGE IMMERSION PROGRAMME (ELIP)
Aimed at Y9 & Y10 pupils starting their journey with the English language.

EXPECTATIONS

APPEARANCE

UNIFORM

In and around the House, pupils should remain in uniform throughout the day unless they have been given permission to change into games kit.
Around the campus School House pupils should maintain the highest standards of dress. Blazers are to be worn, shirts should be tucked in properly, ties and top buttons done up, shoes polished etc. Blazers should be worn for all formal occasions, Sunday Chapel, matches and for showing visitors around as well as throughout the summer term. School uniform should be worn on buses.
Jewellery is not allowed for boys and only simple earring studs for girls. No necklaces, bracelets or anklets.
Correct Blundell's games kit should be worn to and from all games, and it should be clean. Dirty kit is not to be taken to the dorms and must go straight to matron for laundering.

School Uniform and Sports Kit is available to purchase online through Schoolblazer, while sports kit can be ordered from Limitless Teamwear. Please visit the school website for further information and links to both suppliers

LESSONS AND EQUIPMENT

Every pupil in SH will have a locker to store their academic books and other items. Books, pencil cases, calculators, prep etc. for the first three lessons of the day must be taken to Tutor meetings but should be made ready for collection back in House following chapel, as there is no storage available. Pupils need to be similarly equipped after break and lunch for the lessons that follow. Teachers may send a pupil back to House should they fail to have everything they need in a lesson.

PLANNER

Every pupil School House is issued with a planner when they start the school year. This contains much useful information about the school as well as providing a mechanism to help pupils organise themselves. Pupils and Staff work together on developing and improving planner content each year. We would encourage parents to work with their son or daughter to help them make best use of their planner, where homework should be recorded each day.

PREP ROUTINE

School House runs supervised prep for all pupils who opt to stay for supper from 5.30-6.20 in the library. The duty staff will sit with them and support them as necessary. Students may use the computers in the library or in IT 2 with the permission of the duty staff.

HAIR

Extreme hairstyles are not permitted at Blundell's. For boys, this means that they are to wear their hair short and of their natural colour. For girls, this means hair should be tied back and kept to its natural colour.

TUTORS

Pupils meet with their Tutor during period 1 on Monday, 12.40 on Tuesday and either Wednesday or Thursday before school.
Tutors will also attend House meetings on a Thursday lunchtime whenever possible and undertake either a day or evening duty in the House. They should be pupils first point of contact with any concerns or questions, as their role is both to support and motivate the pupils to achieve in all that they do at school.

REWARDS AND SANCTIONS

Pupils are able to earn School points for a range of things from great effort, to excellent work, to kindness. Tutors, teachers, matrons and resident staff will all be in the lookout for opportunities to reward pupils. As School points accumulate, both pupils and their House will benefit, with badges being awarded and 'kudos' for the House with the highest total each week.

Zero points will be given where behaviour and effort do not reach expectations. SH detention runs on a Wednesday after school and can be given by staff for serious or repeated minor misdemeanours. A range of report cards for appearance, meal attendance and poor behaviour can also be given by JAR and tutors.

BASIC COURTESIES

Pupils are expected to be courteous at all times.
Below are some of the basic courtesies.

- Greet people: all members of staff and all visitors to the School.
- If you notice visitors to the school looking lost, offer to help them. 'Can I help you' is often adequate.
- If visitors come into your study or a room where you are sitting down, or come up to you when you are sitting on a bench outside, you should stand up.
- If you approach a doorway at the same time as adults or visitors, you should allow them through the doorway before you go through.
- Open doors for adults and let them go through first.
- It is courteous to allow women to precede men through doors.
- Take your hands out of your pockets when talking to members of staff, other adults or School Monitors. When singing hymns or the National Anthem; when walking in and out of Chapel; when prayers are said and on similar formal occasions it is inappropriate to have your hands in your pockets.
- Listen attentively to people when they are speaking to you; look interested; do not interrupt until it is your turn to speak. Speak up clearly, and look up, when you are talking. It is considered courteous to look people in the eye when you are talking to them.
- If you are going to miss an engagement, whether it be a meeting, a lesson, a games session or anything else where your attendance is expected, it is appropriate that you should excuse yourself in advance, either in person or in writing. A polite e-mail would usually suffice.
- Respond promptly, in writing, whenever you receive a written invitation for a school or private function. A written note of thanks to your host or hostess is always appropriate when you have been entertained for a meal or a party. A written note or e-mail to a member of staff who has organised a trip or an expedition is also an appropriate way to express your appreciation.

The greatest courtesy of all is merely to add 'please' to all requests and 'thank you' for all services rendered. 'I am sorry', said sincerely, helps when things have gone wrong.

DOMESTIC ARRANGEMENTS

FULL/WEEKLY BOARDERS – REQUIRED ITEMS

In addition to the listed uniform and sports kit pupils coming to SH will require the following:

- Casual clothes – two or three sets, including a set of smart casual (not jeans and t shirt!)
- A lockable tuckbox
- Two named duvet covers - duvets, pillows and protectors will be provided from September. If pupils wish to bring their own, they will need to have a minimum fire rating of 2.
- A medium sized net laundry bag.
- Money - to be handed to KEW.
- School equipment (stationery) for use in lessons in a named pencil case, including a scientific calculator (available from school)
- Pictures and photos for your pin board (bring pins)

Personal televisions, kettles, rice cookers, heaters, etc are not allowed.

FLEXI BOARDERS – REQUIRED ITEMS

Only those items of clothing and kit required until the next return home should be brought to school. In addition to this flexies may need the following:

- Two named duvet covers - duvets, pillows and protectors will be provided from September. If pupils wish to bring their own, they will need to have a minimum fire rating of 2.
- A medium sized net laundry bag.
- Casual clothes for the evening

DAY PUPILS

Day pupils will have their own locker for books and games equipment. We will ensure that the pupils tidy their locker once a week to ensure kit regularly comes home for a wash.
Labelled kit is rarely lost, nearly always turns up and is passed to Matron. If another pupil's clothes are accidentally taken home, please remember to return them as soon as possible.

TUCK BOXES

Boarders in School House are advised to bring a lockable tuckbox with them to school.

PERSONAL ORGANISATION WASHING AND HYGIENE

Boarders are expected to shower daily and will be encouraged to do so, where necessary. Deodorant (but not aerosols) should be considered in SH as hormones do start to kick in. We will advise pupils where necessary.

SHEETS

All pupils are asked to strip their beds every week and place them in the large laundry bins. Pupils who stay more than three nights a week change their sheets every week. The frequency of changing duvet covers will depend on how many nights a pupil sleeps in. Matron will make this decision.

DORM RULES

Each pupil who boards has their own space in the dorm. Items should not be borrowed meaning there is no reason to go through other people's property. Pupils should not enter a fellow student's dorm without them being present. No boy or girl from another house is allowed into the School House dorms.
Personal belongings and clothes need to be kept tidily and in a well-organised way. Domestic staff need to be able to see the floor in order to clean it and fire escapes must not be blocked.
We encourage pupils to decorate their room and make it homely. Posters and photos should be attached with pins on the notice boards.
Any damage (including graffiti) or breakages that occur in School House should be reported immediately to the duty member of staff. It is always better for everyone if pupils own up straight away to causing damage. The damage has to be made good and this may be at a cost to the individual(s) concerned. Repairs for deliberate acts of vandalism will always be charged to the individual.

FOOD

SH Boarders have access to a kitchen next to their common room on the top floor. The permission of the duty member of staff must be sought and they will usually wish to supervise the use of electrical goods. Pupils are free to prepare simple snacks and store labelled food they have purchased, within reason. Food past its 'Use by' date will be thrown away.

DINING HALL ROUTINE

All meals are compulsory for pupils to attend. The food is of exceptional quality and there is always a wide choice of hot and cold food. SH pupils go the dining hall as a group for each meal, which is a social occasion with much chatter. Pupils are responsible for clearing their own plates from the tables and ensuring they leave their table tidy.

CARS AND PARKING

AT SCHOOL

For most School visits we would ask you to park behind Big School i.e. on the north side of the road. For matches it may be more practical to park in the Prep School car park, particularly at weekends. If you are visiting the Head you are most welcome to park in front of the Clock Tower. The School Map can be found outside the front of Big School.

AT THE HOUSE

The drop off area outside SH can become very congested, particularly in the mornings. Parents are asked to use the drop off zones appropriately and be mindful of through traffic when using the mini roundabout. The Upper Westlake car park is also available and has a path linked to the back of SH. Year 7 are dropped and collected from outside the front of SH, whereas Year 8 are dropped outside SH but collected from the back of Big School (main car park).

PERSONAL PROPERTY AND INSURANCE

Theft is rare and will be fully investigated but it is not a good idea to bring expensive items to school. Laptops should be covered under home insurance. All passports, travel tickets and large amounts money must be handed to KEW to be kept safe.

LOST PROPERTY AND LABELS

PLEASE ensure that all equipment and clothing is clearly labelled. SH pupils should have their name and House on an external name tape attached to their games tops and bottoms to ensure there items can be quickly returned.

HOUSE TRADITIONS

AWARDS PRIVILEGES AND RESPONSIBILITIES

HOUSE CAPTAINS

There are five 'Houses' within SH, which enable inter-house competition to take place across the academic year. Towards the end of each summer term the pupils vote in a Year 7 boy and girl in each house to lead them from the following September.

AMBASSADORS

In Year 8, pupils have the chance to step up as Ambassadors, taking on meaningful leadership roles across the school. Ambassadors act as role models, consistently setting a positive example and upholding our values in all that they do. They attend and contribute to meetings, represent the school at events, and share ideas and celebrate achievements during assemblies. Working closely with staff, they help to promote the vision of their chosen area, whether in Sport, Art, Drama, Music, Debating, Sustainability, the Library, or Well-being. Ambassadors are expected to be reliable, kind, and considerate, while giving their time enthusiastically to support their department. In return, pupils gain valuable experience in leadership and teamwork, develop their confidence, and play an active part in shaping the future of the school through Pupil Voice.

TIES AND BADGES

School House has a Prefects tie that is also worn by the Heads of House. Girls wear distinct Prefect badges.

INTER-HOUSE COMPETITIONS

All major sports will see vigorously contested inter-house competitions throughout the year. Our houses compete and accumulate points towards the overall house total.
There are also competitions in Music, Public Speaking and Debating, where SH go forward to compete against the senior houses.
Parents will be advised in the Weekly Sheet when these events are taking place, as support is always welcome.

THE RUSSELL

This is a special Blundell's event. It is the School cross-country race which was first run in 1877. All pupils in the school will participate to some degree. The race generally takes place on a Saturday in the second half of the Spring Term. It is not uncommon to find parents, staff and Old Blundellians taking part. There is always significant parental support.

SH PLAY

Every year School House perform a full production over two nights, directed by a member of the Drama Department.

EXTERNAL SPORTS FIXTURES

SH have a full programme of fixtures in all major sports with both Prep and Senior schools. Fixtures generally take place on a Wednesday afternoon *or on a Saturday*. **There is an expectation that all pupils will fulfil their sporting commitments representing the school when required.** Requests for exceptions should be made in writing to the Head.

Parents are always welcome to come and support both home and away fixtures. Do join the teams for refreshments after the match in the Dining Hall.

If a fixture is cancelled we will put a note on the school website as soon as we know and let the pupils know if they are in school.

WELFARE & PUPIL SAFETY

MEDICAL ISSUES

Blundell's has a highly skilled medical team, led by our School Doctor and a Senior Nurse, who operate from a state-of-the-art Medical Centre. The Medical Centre was built in 2018, is equipped with extensive, modern equipment, and has its own specialist building that is well-located in the centre of our campus.

THE MEDICAL CENTRE

Blundell's Medical Centre is staffed by a team of 7 qualified nurses led by a Senior Nurse The Medical Centre is fully staffed Monday to Saturday 08:00-18:00hrs with on-call cover outside these hours. The Medical Centre is also able to accommodate pupils who need to stay overnight due to illness, with overnight staffing in these instances.

Contact details

- Email: medical@blundells.org or seniornurse@blundells.org
- Phone: 01884 232422
- Address: Medical Centre, Blundell's School, Blundells Road, Tiverton EX16 4DR

The School's lead medical officer is Dr Frank O'Kelly from Clare House Surgery in Tiverton. Clare House Surgery provides medical support throughout the school year. Additional medical support is also available from Tiverton Hospital at the Urgent Care Unit (approx. 2 miles away) and from the Royal Devon and Exeter Hospital (approx. 20 miles away).

The Medical Centre runs a doctor's surgery at lunchtime 12.30-14.00 Monday, Wednesday and Friday, where either Dr O'Kelly or another Clare House doctor is available to see boarders with medical concerns. All full and weekly boarders are automatically registered at Clare House Surgery. The nurses will see all pupils as walk-ins and refer where necessary for further medical review. If a pupil becomes unwell or is injured, all attempts will be made to contact their next of kin. The pupil will be cared for in the Medical Centre or taken to hospital, if required.

The Medical Centre exists to support and care for all pupils, although the exact nature of this will vary dependent upon boarding status. Full and weekly boarders are effectively patients of the Medical Centre, and all appointments and associated transportation will be arranged as needed. In the event of illness, flexi boarders will also be cared for in the Medical Centre if they are boarding that night. Otherwise next of kin will be contacted to collect for home. Flexi boarders and day pupils remain patients of their own GP surgery, and while the Medical Centre will always take care of pupils taken ill or injured at school, parents or guardians will be contacted to collect from school if pupils become injured or unwell during the school day.

Every House in school is allocated a named link nurse, as identified on the Medical Centre notice board in each House. The link nurse liaises with the House staff regarding medical conditions or health related issues with pupils. Our school counsellor, Vicky Hughes is also available to every pupil throughout the week. Pupils can contact her directly on vlh@blundells.org or an appointment can be arranged through the Medical Centre. During the Autumn and Winter terms, all matches are attended by an outside First Aid Agency who provide pitch side assistance.

ILLNESS

Parents should not send their child to school if they are unwell. If a child has vomiting/diarrhoea symptoms parents should keep them away from school for 48 hours after the last episode. The Medical staff are happy to advise parents on 01884 232422.

PERSONAL MEDICATION

If a child is prescribed medication, parents should ensure that it is handed to Matron in its original packaging, in sufficient quantities for the time the child is at school. Matron will supervise the administration of the medication..

ABSITS

Absits either exclude or restrict pupils participating in sporting/school activities. These are issued through the Medical Centre following an assessment from either the nurse or the doctor. The following absit categories are used:

- **RED (OFF SPORT):** issued for a physical/sporting injury, such as a fracture
- **YELLOW (RESTRICTED SPORT):** issued for restricted sport participation, such as a sprain
- **ORANGE (GRADUATED SPORT):** issued for those on a graduated return to play, following a head injury

Pupils must attend all games sessions to show their Absit to their games coach and explain why they can't take part in the session. It is not acceptable to ask another pupil to excuse them from a session. If a pupil is unable to walk to the games session for medical reasons, they should see a Houseparent or Matron to explain the situation. If a pupil is housed in the Medical Centre, this will automatically be recorded on the system and coaches won't expect them to attend.

CHANGES TO PUPILS MEDICAL INFORMATION

It is the responsibility of parents/guardians to keep the Medical Centre updated of any changes to a pupil's health and medical requirements for school, and it is very important that the Medical Centre is notified of any such changes as soon as is practicable. Medical information held by the school can be checked by parents on the Parent Portal. Any updates or amendments can be made by contacting the Medical Centre directly or a notification via the Parent Portal.

PERSONAL PROBLEMS

In line with the Children Act 1989, this procedure is designed to help pupils deal with any personal problems that may arise. At Blundell's, many different people are available and willing to help with any worries and difficulties that pupils might experience during their time with us.

WORK

Any problem about work should be discussed either with the teachers concerned or with Tutors. Tutors will always approach other members of Common Room on pupils behalf.

HEALTH

If pupils are in any way worried about their health, they should seek the help of the Medical staff or the School Doctor who visits the School every day for morning surgery. All information given to the Doctor and Medical Staff is treated in strict medical confidence.

COUNSELLING

The Houseparents, Matrons and Tutors are keen and willing to listen and provide counsel, as indeed are the nurses in the Medical Centre, the Chaplain, the Second Master and the Head. If professional help is required, there is a School Counsellor, Ms Vicky Hughes. Ms Hughes is available for consultations on Tuesdays and Thursdays. Pupils can make appointments with her directly via email or through talking to Miss Woolford.

FIRE DRILLS

The procedures for what to do in the event of a fire are posted around School House. You should make yourself familiar with these procedures. Fire drills take place on a regular basis at any time of the day or night

SAFEGUARDING POLICY

Blundell's is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

THE DESIGNATED SAFEGUARDING LEAD (DSL) FOR CHILD PROTECTION

Mrs Nicky Klinkenberg – Deputy Head (Pastoral)
Phone: 01884 252543
E-mail: njk@blundells.org

THE DEPUTY DESIGNATED SAFEGUARDING LEADS (DDSL'S) FOR CHILD PROTECTION

Miss Jessica Atkins
Phone: 01884 252543
E-mail: ja@blundells.org

Mr Douglas Morrison
Phone: 01884 252543
E-mail: dem@blundells.org

Mrs Tamarinda Winsley - Head of EDI
Phone: 01884 252543
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HOW WE TEACH

ACADEMIC AIMS

EXCELLENT FACILITIES
Pupils in School House benefit from using the same laboratories, PE facilities, workshops, Art School, Drama and Music areas as our GCSE and A Level Pupils.

CURRICULUM
Pupils in School House are given as wide an appreciation as possible of what Blundell's has to offer in every strand of subject learning. This will enable them to make informed choices regarding GCSE and later, A Level subject choice.

STAFFING
The members of staff who teach School House are the same as those who teach as subject specialists at other levels right up to A Level. The majority of Heads of Department teach their subject to Years 7 and 8.

EXTENSION AND SUPPORT
All staff are trained and experienced in differentiating learning to ensure all pupils are catered for, whether that be those with Oxbridge aspirations or those who need additional learning support.

There are specialists at hand for those pupils studying English as a second language, and for those with specific learning difficulties.

CLASS SIZES AND SETTING
Our class sizes are as small as possible.

Pupils are taught in banded groups in Mathematics. For all other subjects they are taught in four mixed teaching groups.

ACADEMIC ENRICHMENT
Pupils will experience enrichment activities as part of the Blundell's Roots and Wings programme. These may be related to academic subjects or cross-curricular themes as well as leadership, environmentalism, social cohesion and adventure.

We pride ourselves on the positive relations pupils build with their peers and with staff.

We recognise that those entering in Year 7 come from a variety of different types of school and educational background so it is necessary to bring them together and give them a common experience to take forward into the Senior School.

REPORTS, PARENTS' MEETINGS AND EXAMINATIONS
Every half term, parents will receive either a Tutor Report, a Full Report or be invited to attend a Parents' Meeting.

- The Tutor Report will show an attainment grade in each subject and a comment from the tutor summarising how teachers feel pupils are progressing.
- The Full Report comprises of a comment from each teacher and will include Speech and Drama and Instrumental Music lessons where appropriate.

After each of these the Tutor will discuss progress with the pupils and set targets.

There are School Examinations for Year 7 and Year 8 in May.

CAREERS EDUCATION AND GUIDANCE

All pupils in Years 7 & 8 take part in the 'Open Doors' careers programme, which is delivered via PSHE lessons and a series of events. The aim is to encourage students to be aspirational and explore the connection between education, skills, qualifications, and opportunities – to begin the process of understanding the 'big picture in life'.

PERSONAL SOCIAL HEALTH AND ECONOMIC EDUCATION (PSHE)

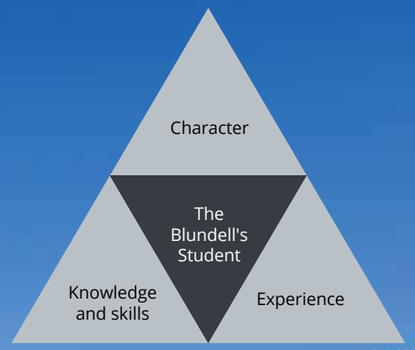
Personal, Social, Health and Economic education at Blundell's is delivered as part of the School's holistic approach to each pupil's personal development and well-being. There is a strong focus on developing the skills and knowledge pupils need to navigate life in its broader context. Our markers of success are not limited to our pupil's achievements but extend to who they are as people; their resilience, compassion, empathy and ability to make good decisions.

Our School House PSHE programme is designed to support each pupil in their transition from primary education into a secondary school environment, and on their journey into their teens and beyond. We know that the first few years of secondary school are a crucial time in our pupils' development. The School House PSHE programme is therefore centred around providing the key knowledge and skills that pupils need to navigate the physical, emotional, and social challenges we know often occur as they move through Years 7 and 8; such as having a mobile phone, forging new friendships and the emotional and physical changes that puberty frequently brings with it.

Each half of term the focus of PSHE lessons will be on one of three key themes: Health and Well-being, Relationships, and Living in the Wider World. In Years 7 and 8 topics include, but are not limited to: Safe and kind behaviour, healthy relationships, bullying, making healthy choices, careers, living sustainably and promoting emotional well-being – with all of these having an online element as we know the digital and physical worlds our children exist in overlap in all areas of their lives.

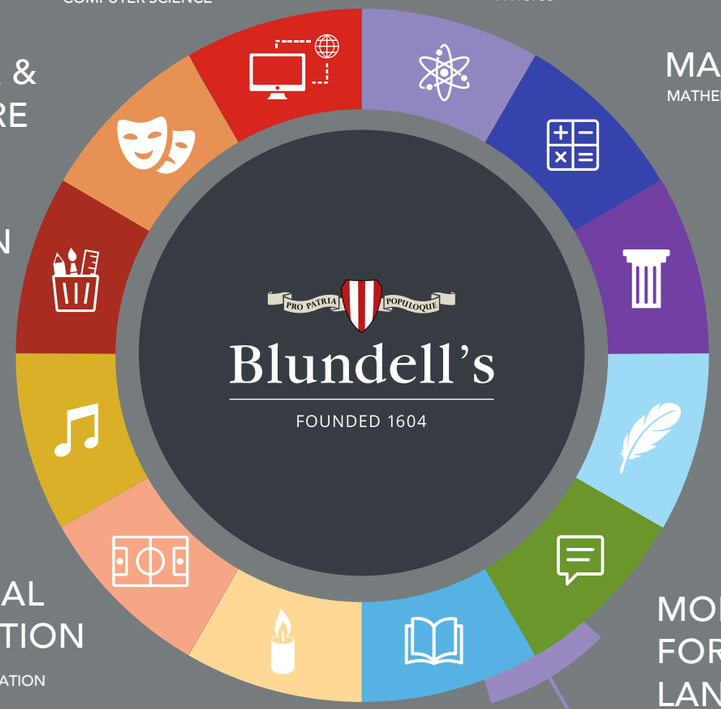
In addition to this, lessons also cover the content in the statutory relationships and sex education guidance introduced by the Government in September 2020. In Years 7 and 8 the predominant focus of this is on puberty, menstruation, relationship values and consent. Topics are introduced at carefully selected times, and in an age-appropriate way, using a spiral curriculum, where topics are revisited in more depth, detail and with more nuance, as pupils progress through the years.

The School is committed to keeping parents informed when key topics are being delivered so that pupil's understanding and knowledge about PSHE topics can be reinforced and explored further at home.



YEAR 7-8

SUBJECTS



COMPUTER SCIENCE
COMPUTER SCIENCE

SCIENCE
BIOLOGY
CHEMISTRY
PHYSICS

DRAMA & THEATRE
DRAMA

MATHEMATICS
MATHEMATICS

ART & DESIGN
ART & DESIGN
DESIGN & TECHNOLOGY

HUMANITIES
GEOGRAPHY
HISTORY

MUSIC
MUSIC

CLASSICS
LATIN

PHYSICAL EDUCATION
PHYSICAL EDUCATION

MODERN FOREIGN LANGUAGES
LANGUAGES

RELIGIOUS STUDIES
ETHICS &PHILOSOPHY
RELIGIOUS STUDIES

ENGLISH
ENGLISH

ENGLISH AS AN ADDITIONAL LANGUAGE
ENGLISH

BIOLOGY

WHY STUDY BIOLOGY

Biology is one of the broadest and most important subjects in the world today. Put simply, biology is the study of life. Our School House curriculum encompasses everything from the molecular study of life processes right up to the study of animal and plant communities.

COURSE STRUCTURE

Our aim is to enthuse pupils and foster an interest in Biology, so we include as many practical investigations and hands on experiences as possible to enhance our curriculum. Our 5 laboratories are very well equipped, and we make use of our large campus to carry out ecological field work and plant cultivation. Pupils also have the opportunity to participate in some basic dissections, from worms to frogs, rats and eyeballs. We also take pupils on field trips to locations such as Goodrington Sands, @Bristol and the Plymouth Aquarium.

Biology is taught as a separate science to Years 7 and 8 by subject specialists. Our programme of study is based on the National Curriculum and Common Entrance Syllabi. Learning about careers, mathematical skills, literacy and working scientifically are all embedded throughout to develop our pupils' key skills, ready for GCSE.

The rural setting of the School lends itself to ecological investigations and a variety of specimens can be obtained. We are also lucky enough to have the space for several animals both indoors and out; students in Years 7 & 8 can join the Science Club and participate in many different experiments and investigations with the opportunity to learn to care for our animals and cultivate plants in our school garden and department glass house.

CHEMISTRY

WHY STUDY CHEMISTRY

Chemistry is the central science; to learn about Chemistry is to learn about the very stuff of matter itself. Our talented Chemistry staff teach to all ages through the school so are expert at ensuring our youngest pupils really understand the key building blocks of the subject.

COURSE STRUCTURE

In Year 7 we first focus on safety, practical skills and how to work in a lab, and then we move on to the foundations of Chemistry, particle theory, the periodic table, dissolving, the structure of matter, and acids and bases. We finish the year making soap and explore the economic and ergonomic factors relating to this industry.

In Year 8, pupils build on these ideas and move on to chemical reactions, making salts, ions and formulae, testing for ions and atmospheric Chemistry. We investigate rate of reactions in depth and promote independent learning by using a variety of resources.

We firmly believe in a hands-on approach to teaching Chemistry, so all our lessons are taught in specialist laboratories and they are invariably based around a practical. We have a vast array of resources available and always attempt to carry out the experiments rather than rely on videos.

We feel that pupils learn best by doing, and this approach ensure the most engagement and progress possible at this age. We want the children to enjoy their Chemistry while unconsciously securing the fundamental knowledge and skills which set them up for GCSE study. Pupils are assessed with both written and practical assessments to ensure their skills are developing appropriately. Our staff are well used to extending the brightest, as well as supporting those with individual learning needs.

S PHYSICS

WHY STUDY PHYSICS

Physics is often perceived as difficult; some pupils would love to know more but find the language and the mathematics too difficult. Our staff with a wealth of real-world experience strive to make Physics accessible to everyone; we want pupils to be excited about their learning and talking about it at home.

COURSE STRUCTURE

In Year 7, as part of a combined science course, students gain a thorough understanding of several interesting Physics topics, including Forces, Waves and Sound and Energy. Although taught as part of a rolling programme of different science topics, these specific areas are supported by the Physics Department through the use of experimentation wherever possible.

In Year 8 iron filings are scattered liberally to help pupils understand magnetism, pupils get good at building and using electrical circuits, light boxes and lenses are used to help understand light and the year ends on a final topic which gives pupils an insight into GCSE work with investigations around moments and pressure.

Physics, together with all the sciences, is best taught using hands-on study and our three dedicated Physics laboratories are all equipped with everything needed to make learning the subject an enjoyable and interactive process. Our teaching staff have a wide range of backgrounds, including successful careers in Engineering before teaching. We firmly believe that the ability to relate teaching to exciting real-world opportunities is fundamental to giving pupils a reason to want to study the subject. We continually try to relate everything we cover to an application that will be useful in later life. In doing so, we try hard to make Physics enjoyable for all pupils.

M MATHEMATICS

WHY STUDY MATHEMATICS

Mathematics is a creative and inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to life and all science, developing a sense of enjoyment and curiosity.

COURSE STRUCTURE

In Year 7 we focus on consolidating and extending numeracy skills. Topics include place value, special numbers, fractions, negative numbers, percentages, and ratio. In geometry and measure we cover area and perimeter, converting units and angles. In the algebra unit we introduce and interpret algebraic notation, then simplify and manipulate algebraic expressions. For the statistics unit we construct and interpret charts and compare single variable distributions.

In Year 8, pupils build on these ideas and extend to standard form and significant figures, solving linear equations, expanding and factorising, sequences, linear graphs, circles, compound units, 3D shapes and probability.

The department believes that pupils' understanding should be secure before they progress to the next stage. Pupils who grasp concepts rapidly are challenged through being offered rich and sophisticated problems, including participating in the UK Maths Challenge, before accelerating through new content. Those who are not sufficiently fluent are given additional practice to consolidate their understanding.

H GEOGRAPHY

WHY STUDY GEOGRAPHY

Geography helps students gain an understanding and appreciation of what is going in the world around them. At Blundell's, students study a range of human and physical geography topics, and the subject has been a very popular choice of study at GCSE and beyond.

COURSE STRUCTURE

In Year 7, after an initial introduction about the subject and the history of the earth, students spend a large part of the autumn term going through essential map reading skills. This is followed by the study of environmental issues facing the world today. Not only does this include climate change, but issues such as waste disposal, habitat degradation and various forms of pollution on a variety of scales. The year finishes with the study of Africa. This is a vast continent and students gain insight into the varying ecosystems, landscapes, resources and cultures found across numerous countries.

In Year 8, weather and climate is the topic of study at the start of the year. The rapidly growing superpower that is China then becomes the focus in the spring term. The year finishes with the study of river environments, including the processes and landforms associated with this aspect of physical geography. This topic fits in well with the Year 8 residential trip at the end of the summer term which takes place on Dartmoor.

Throughout their time in School House, students are encouraged to be inquisitive and take an interest in the world around them. There is flexibility in what we teach, so if a significant event takes place and it is relevant to what is being studied, then teachers may explore these topics in greater depth.

H HISTORY

WHY STUDY HISTORY

History is a crucial humanity; to learn about History is to embark on a tremendous adventure that furnishes a young mind with a wealth of information and at the same time provokes even more questions. Our excellent History staff teach to all ages through the school. They especially relish SH teaching as it is free of the pressures of public examination and it allows a real culture of independent thought and teaching.

COURSE STRUCTURE

In Year 7 we focus on Britain 1066 – 1485 and this plots an exciting course from the Battle of Hastings to the advent of Henry VII. In Year 8 pupils build on the strong foundations that they have made and move on to study the age of Revolution, Industry and Empire 1558 – 1901.

Alongside these depth studies the department has created a really exciting Scheme of Work that is entitled 'meanwhile elsewhere'. This course has been developed in order to allow the pupils the opportunity to explore History from a more global perspective. Whether they are looking at the Byzantium Empire or the life of a Shogun in Japan, it is the opportunity to broaden their historical horizons and look at History through a more diverse perspective. The departmental mantra is to engage and enthuse, all our lessons are taught in our recently refurbished department.

The SH curriculum is designed to build skills that are suitable for developing the skills necessary for Year 9 and onwards to GCSE. Our staff are committed to identifying and supporting the needs of all pupils and in so doing they build an early passion for the subject.

E ENGLISH

WHY STUDY ENGLISH

English is a core subject and we fully believe that: to have a solid foundation of English language and an appreciation of words enables the opportunity to tackle any challenge with articulate confidence. Our talented team help our pupils draw connections between English as a subject and the wider world.

COURSE STRUCTURE

We have been working hard to develop a dynamic and stretching course from the very beginning of Year 7. Diving immediately into the imaginative world of creative writing, moving through a class novel, we start the Spring Term with a challenging debate unit. Every pupil in English is encouraged to be eloquent not only on the page, but also in person. We believe discussion breeds curiosity. The year then explores poetic form and techniques before culminating in Shakespeare in the Garden, evolving year on year, pupils lead, adapt and direct their own pieces to perform live.
In Year 8, we continue with poetry, prose, Shakespeare and non-fiction writing. We build on skills from the previous year to embed further contextual knowledge of texts and deeper consideration of a writer's choice and the impact it has on us as readers.

Our team stand by the belief that a love of reading embeds a love of learning. To this end, we enjoy a weekly reading session and spend time in the Amory Library, where pupils are incentivised to read widely, the millionaire's lunch for Accelerated Reader has become a highlight in the school calendar.

In English, we aim to draw connections with other aspects of the curriculum. Pupils will be able to draw clear parallels with Drama, History, Classics and PSHE in their lessons. We aim to stretch and challenge in English while striving to keep enjoyment and creativity at the core of what we do.

C LATIN

WHY STUDY LATIN

The study of Latin not only gives an advantage to our pupils in many academic areas, but also a tool with which they can access higher-order thinking skills and unlock an ancient culture which has shaped our modern western society.

COURSE STRUCTURE

Salvete omnes! All pupils in Years 7 and 8 study Latin using the Cambridge Latin Course which immerses students in the life of a Pompeian family living in the shadow of Vesuvius. Pupils start to read Latin stories right from the start and experience what life was like in Pompeii; from the foods they ate - snails, peacocks and dormice to name but a few, the entertainments they used to enjoy – gladiator fights, chariot racing and theatre visits, to the climax of the textbook, the eruption of Vesuvius in AD79.

We aim to make Latin relevant to today and to give the pupils a thorough grounding in grammar, syntax and vocabulary because so many technical words in English come from Latin and modern Romance languages find their roots in Latin; all of which makes Latin a rather useful language to learn. Even at this early age, Latin can be a real linchpin to pupils' education. There are not only the linguistic links, but Latin provides the root words for the sciences, it is the language of law, government, logic and theology. Pupils also derive a lot of pleasure from the code-cracking nature of learning it.

There is an active extra-curricular programme of trips to lectures, museums, theatres and ancient Roman sites in the UK.

MFL MODERN LANGUAGES

WHY STUDY LANGUAGES

We believe that through learning a language, our students also learn about the culture and customs of the country studied and get a much better understanding of the world in general. We place a strong emphasis on using the language as a way to communicate and help our learners see how much fun learning a language can be.

COURSE STRUCTURE

All our Y7 will start with studying two languages (either French and German or French and Spanish) and make a decision on which language they would like to study during their time in School House. Our aim is to foster a love for languages and enthusiasm for learning it as well as an insight into which language our pupils would like to pursue further in Year 9.

The wider issues involved in language-learning are also considered and time is spent concentrating on the native speakers, their country and culture, and their position within Europe. We endeavour to use of authentic material whenever possible and have strong focus on reading for pleasure in the target language as well as using the language in a creative way through regular cross curricular projects.

We regularly take part in the Anthea Bell Prize for young translators, and we also take every opportunity to celebrate different festivals during the year. Pupils' cooking and baking skills are also put to the test when we look at typical dishes for the country studied. We aim to cater for all abilities and pass on our love of language learning. At the end of Year 8, we hold a celebration week where our students present everything they have learned throughout their time in SH and it is a good way to celebrate their success and for them to realise how multilingual they have become in such a short time.

RS RELIGIOUS STUDIES

WHY STUDY RELIGIOUS STUDIES

Religious Studies gives an insight into why people believe what they believe and how those with different faiths (and indeed no faith at all) can understand the beliefs of others. An understanding of different religions and their beliefs and practices is increasingly important in a multi-cultural globalised world. It also helps students begin to understand the importance of a moral framework and helps them along the pathway of forming their own values and morality.

COURSE STRUCTURE

Year 7 begins with a consideration of the nature of special and ordinary things. What makes things special and valuable? This leads into the relationship between humanity and the environment through the eyes of religion as well as a more secular view. A study of Christianity follows as seen through the eyes of some Roman agents who are reporting on the growing movement.

Pupils also study Islam and Hinduism to gain an understanding of beliefs, their consequent duties and how this works out in the modern world. A study of worship in various religions leads to pupils designing a "House of One", a multi-faith place of worship, a practical exercise which makes them consider the practices of the religions they have studied.

A module on social injustice, wealth and poverty invites pupils to consider their views on the subject as well as giving them an insight into the teaching of various religions and their action as a result of these teachings.

The aim is to open the eyes of our pupils to a range of different belief systems and their consequent moral behaviours.

PE PHYSICAL EDUCATION

WHY STUDY PHYSICAL EDUCATION

Physical Education has become more important than ever in modern society, it gives young people the opportunity to try a range of physical activities, leading to lifelong participation and encouraging a healthy active lifestyle. PE also helps to develop character in our students where they learnt to work in teams, develop a range of inter-personal skills as well as the ability to use tactics, strategies and compositional ideas to perform successfully.

COURSE STRUCTURE

In Years 7 and 8 students participate in core PE and a games session with PE staff. In games sessions we focus on traditional sports, including rugby, netball, hockey, cricket, and athletics. Whereas core PE looks at a broader range of physical activities including, badminton, basketball, handball, swimming, dance and gymnastics.

In Year 7 students are first introduced to a range of activities across our facilities, we usually start the term with badminton focusing on developing hand eye coordination and learning the basic shots. Moving onto basketball or handball where students work on their ball skills and understanding of the rules. In the spring term we move onto gymnastics and dance, students learn about the core concepts and movements. These units focus on the creative side of the PE curriculum, developing flexibility, balance and confidence in movement. In the summer term students make use of the swimming pool, spending the term developing their technique in all the swimming strokes. In Year 8 students reinforce and expand on what they have learnt in Year 7, students start to continue to develop their skills in each sport and adding new more advanced skills to their repertoire.

Our experienced and specialist staff support pupils in their learning of these physical activities. Students reflect on their own and others' performances and find ways to improve upon them. As a result, they develop their confidence to take part in different physical activities and learn about the value of leading a healthy, active lifestyle.

M MUSIC

WHY STUDY MUSIC

Music is a universal language that embodies one of the highest forms of creativity. We offer a high- quality music education that engages and inspires pupils to develop a love of music and develop their talent as musicians. Through academic lessons and our vast array of choral and instrumental opportunities, all pupils increase their self-confidence, creativity and sense of achievement.

COURSE STRUCTURE

In Year 7, pupils study a wide range of different genres, cultures and traditions, with projects such as Orchestral Instruments, African Music and Music of the Solar System. Musical skills are broken down into three areas: performing, composing, and listening and students develop these further in Year 8 in topics including Music for Animation, The Blues and Samba Music. Pupils will also enhance their use of Music Technology through the programme Logic Pro on Mac computers.

Outside of the classroom all School House pupils have the opportunity to sing in the Chapel Choir and the School House Choir, as well as bespoke instrumental ensembles. Orchestral musicians also perform alongside Year 9-13 pupils in the Senior Orchestra. They partake in all major performances, including the Exeter Cathedral Carol Service and our annual Spring Concert, which typically involves over 200 musicians in the school. There are also dedicated rock band clubs and activities.

We offer School House pupils amazing opportunities to see the very best live music of all genres, including Musical Theatre trips, orchestral and choral workshops, and visiting professional artists. We also have a bi-annual music tour to Europe. Preparation and support is given to pupils auditioning for the National Children's Choir of Great Britain and the National Children's Orchestra and our pupils have had 100% success rate in these applications.

A&D ART & DESIGN

WHY STUDY ART AND DESIGN

Art encourages self-expression and creativity, building confidence as well as a sense of individual identity. It gives space to take risks, learn from mistakes and develop an opinion. Art can help make sense of the world around us by interpreting the messages of Artists and creating our own message.

COURSE STRUCTURE

In Year 7, students will explore skills based on a Natural Form theme. Drawing from observation and manipulation of both two and three-dimensional media, forms the foundation of activities and we introduce Artists, analyse their work, and then respond. The focus is on confidence building, being able to discuss Artwork, being observant and finding ways to communicate visually.

In Year 8, students develop their ability to use observational drawing and annotation as tools to inform and refine their creative decision-making. Throughout the year, they engage with two key projects. The first theme, Birds and Flight, focuses primarily on the development of drawing skills alongside an introduction to intaglio printing techniques. Students explore form, movement, and structure through sustained observational work, translating their studies into printmaking outcomes. The second project, Identity, encourages students to explore personal and cultural expression. They investigate concepts of self and identity through research and artist-inspired work, drawing influence from a range of cultural sources, including Indonesian puppetry. This project culminates in the creation of three-dimensional outcomes, allowing students to extend their understanding of form and construction.

In looking at the work of Artists and forming opinions, we give the students freedom to interpret the world from their own personal viewpoint. In responding to Artists and creating their own resources (using Photography), they take control of their ideas and learn to develop them with increasing confidence. Our caring and talented staff support with skills, encouraging those who need additional help and extending the most able to fully reach their potential. Space is deliberately built into the schemes of work to allow for free expression and response, so students learn that they can take visual risks and learn from the results. Developing emotional intelligence and independent learning habits, the students have a lot of fun whilst banking valuable transferrable skills.

A&D DESIGN & TECHNOLOGY

WHY STUDY DESIGN AND TECHNOLOGY

D&T is a multi-disciplinary subject that develops skills including creativity, manufacturing, maths, science and problem solving. The thriving D&T department provides fantastic facilities from traditional hand tools to contemporary CNC machinery.

COURSE STRUCTURE

In Years 7 & 8 we introduce pupils to the fundamental skills that underpin our subject. From manufacturing using a wide range of materials in our well equipped workshops, to designing, using both hand and computer drawing techniques.

In Year 7, pupils are introduced to the design and making processes through two individual projects. The bird box project allows for wood working skills to be introduced and the use of CAD/CAM to laser engrave personalisation to the product. The copper tea light project introduces pupils to metal work and soldering. The ability to design their own ideas and see them through to a completed product adds creative freedom which often leads to personal outcomes.

In Year 8, pupils are introduced to metalworking through the Scroll Project, where they develop core fabrication skills by shaping and welding a hanging basket bracket before applying these techniques to create independently designed pieces. In the second half of the year, pupils manufacture Bluetooth amplifiers, combining woodworking skills with CAD/CAM, laser cutting and electronics to produce high-quality functional products.

We want the children to enjoy their D&T while picking up essential skills necessary for GCSE study. We are an incredibly supportive department and feel strongly that pupils of all ability levels have the chance to find success with us.

D&T DRAMA

WHY STUDY DRAMA

Drama is an exciting subject which provides students with the opportunity to express themselves creatively, collaborate with others, learn about the world around them by sharing stories and experiences as well as scrutinise their own beliefs and perspectives.

COURSE STRUCTURE

Drama lessons in Years 7 and 8 aim to foster a love of the Arts and equip students with valuable transferable life skills such as confidence, teamwork, organisation and presenting skills. The focus in Year 7 is on the fundamentals of performance work as actors, directing, set, costume, lighting and sound. In Year 8, students develop these skills as they practically explore a variety of genres, playwrights and theatre practitioners from Ancient Greek up to modern day theatre. Every Year 8 pupil performs in an abridged version of A Midsummer Night's Dream which support their studies on Shakespeare. This is performed in the Head's garden as part of the SH Shakespeare festival.

Students at Blundell's grasp every opportunity to involve themselves in Drama whether in the classroom or outside of it. Students can take part in a major production each year, performed in our purpose-built theatre, the Ondaatje Hall.

All Blundell's pupils are offered the opportunity to take Speech and Drama lessons to improve their performance skills, build confidence through public speaking or prepare interview technique. Students are encouraged to develop as individuals who could express themselves both vocally and physically and explore their creativity with confidence and originality.

CS COMPUTER SCIENCE

WHY STUDY COMPUTER SCIENCE

Computer Science is an exciting subject which provides students with the opportunity to learn vital skills that are applicable beyond the classroom to help ready students for the modern workplace. Problem solving skills are a fundamental building block to using Computer Science to make our modern world a better place to live and work.

COURSE STRUCTURE

Computer Science in Years 7 and 8 aims to give students the foundations they need to be able to use computers to help them solve problems. Through exploring concepts such as decomposition and abstraction students learn how computational thinking skills are at the core to many problem-solving techniques.

Students learn programming skills in a variety of systems and languages. Starting off with block-based programming they learn the key techniques of sequence, selection and iteration. This is further supported through the use of single board computers such as the BBC MicroBit where they can use the on-board sensors to collect data from the environment in which the computer is operating.

The next stage in the development of their programming skills is to graduate onto text-based programming languages such as Small Basic and Python – equipping them for Year 9 Computer Science and beyond. In addition to programming skills, students also learn the fundamentals of how computers work and how they are embedded in many everyday objects.

All Blundell's pupils are offered the opportunity to take part in the Bebras Computational Thinking Challenge. Each year we have students who are invited to take part in the next round, the Oxford University Computing Challenge. Selected students are invited to compete in the North Devon Robotics Challenge, where students are given the opportunity to solve complex and real life scenarios. Developing our solutions and polishing them throughout the spring term, the team will then attend the competition finals and compete their solution with other students around the region for a final prizes.

EAL ENGLISH AS AN ADDITIONAL LANGUAGE: EAL

OVERVIEW

EAL lessons are available to all international students at Blundell's. Our EAL specialists offer 1:1 lessons, as well as small group sessions, depending on numbers and individual requirements. As part of the admissions process, Blundell's assesses the English level of international pupils and, if EAL support is required, will organise regular lessons within the school timetable.

COURSE STRUCTURE

The EAL course at Blundell's is 'Optimise' by Macmillan Education. It is ideal for A2 to C1 (CEFR) level learners. The course provides engaging lessons that equip students with essential skills and techniques to ensure exam success. Using a carefully staged approach, Optimise combines motivating, real-life topics with specific exam training, taking students from A2 to C1 Level. The course content and resources are suitably pitched for young people. We expect students to improve their English by at least one CEFR level before moving from Year 8. The four skills of speaking, listening, reading, and writing are developed, with a formal assessment at the end of the course, resulting in accreditation from Cambridge English.

Cambridge English Exams take place at Blundell's twice a year: in the Spring and Summer terms. Pupils take whichever level is right for them. These exams are designed in a progressive sequence, with each level building on the skills developed in the previous one. This approach supports steady and structured language development.

TO FIND OUT MORE ABOUT CAMBRIDGE A2 EXAMINATION, SCAN THE QR CODE

POLICIES

Schools are required to publish certain Policies on their website, including the Safeguarding Policy. To access these, please visit the Information section on the School website.

Blundell's FOUNDATION

THE OLD BLUNDELLIAN CLUB · FOUNDED 1725 ·

The Foundation Office and Old Blundellian Club bring together former pupils, parents and the wider Blundell's community through events, career opportunities, networking and social activities. They nurture the lifelong friendships and loyalty inspired by the School, while supporting bursaries that widen access to a Blundell's education and helping the School continue to flourish into its fifth century.

Foundation Office and The Old Blundellian Club
Colin Beale Centre,
Blundell's School,
Tiverton, EX16 4DT

FOUNDATION
Tel/Fax: +44 (0)1884 232324

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OB CLUB

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ADMISSION TO BLUNDELL'S

BLUNDELL'S SENIOR SCHOOL	YEAR GROUP	AGE	ENTRY LEVEL	NATIONAL CURRICULUM
SCHOOL HOUSE (Junior Department)	Year 7	11-12	Yes	Key Stage 3
	Year 8	12-13	Yes	
MAIN SCHOOL	Year 9	13-14	Yes	
	Year 10	14-15	Yes	Key Stage 4 GCSE
	Year 11	15-16	Possibly	+ one year GCSE
	Year 12	16-17	Yes	A-Level + BTEC
	Year 13	17-18	Possibly	

METHODS OF ENTRY

11+ ENTRY

By the Blundell's Entrance Tests in English, Mathematics and the New Group Reading Test. These are taken in January at Blundell's - earlier acceptances are possible by arrangement. Late entrants can be tested separately by arrangement, dependent on places still being available.

13+ ENTRY

By the Blundell's Entrance Tests in English and Mathematics or via the scholarship programme – early acceptances are possible by arrangement. 13+ Entrance exam results are welcomed and form part of our setting procedure.

16+ ENTRY

The minimum requirement for entry to the Sixth Form is at least 6 GCSE passes at grade 6 or above. We also require at least a grade 7 in any subject to be taken at A2 level. A report and reference will be requested from the present school and, where possible, candidates will be interviewed at Blundell's. There are various scholarship options available.

REGISTRATION
A Registration Form is available from l.wright@blundells.org; this requires a non-refundable fee of :

UK	£150 including VAT;
International	£150 including VAT.

All pupils taking entrance examinations, at any level, must be registered prior to the examination.

This reserves a provisional place for your child, conditional on satisfying the entrance criteria, and enters your details on our computer. You will then receive termly updates on events such as Head's Guest Mornings, concerts, open days, plays, school matches and curriculum developments. This will enable us to keep communication channels very much open and help to keep our records up to date with your intentions and changes of circumstances/address etc.

ACCEPTANCE
Once a place has been formally offered, you will be emailed a link to the New Pupil website, which has all the information you will need

STAY CONNECTED WITH LIFE AT BLUNDELL'S

Visit our website for the latest news, events and admissions information.

WWW

Blundell's

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