



**Southbank**  
International School

# IB Middle Years Programme

Westminster

11-16 year old students



# Our MYP Campus

- Excellent teaching and learning
- Exciting extracurricular activities
- Transition support
- Small class sizes of 14-17 students
- Close-knit community with 250 students
- Truly international school with 76 nationalities
- Experienced English as Additional Language department





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# Welcome to Southbank Westminster

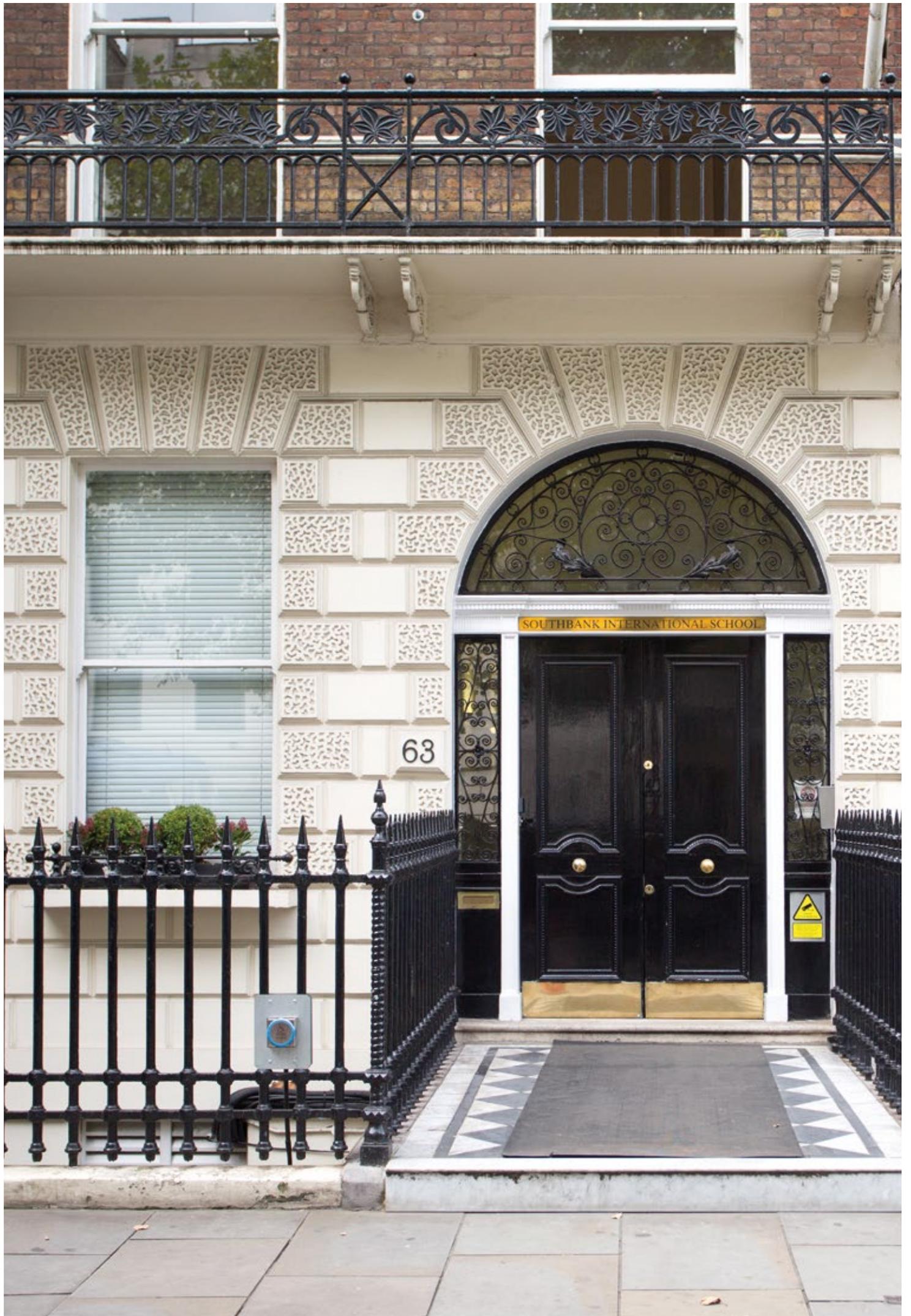
Thank you for your interest in joining Southbank Westminster. Southbank was the first school in the UK to be accredited to deliver all three IB programmes. Our highly qualified team of teachers continues to shape the curriculum to reflect the best educational practice from around the world. The school has an excellent academic track record with outstanding IB results, and every year Southbank graduates go on to study at the world's best universities.

**More importantly, our students genuinely enjoy learning on a day-to-day basis. It is our priority to provide a stimulating learning environment in classrooms that are highly resourced.**

The MYP curriculum is a well-balanced, academically-focussed, holistic programme that encourages children from the age of 11 to gain knowledge, to develop critical thinking skills and creativity, and to become independent learners. It equips our students with all the necessary qualities to prepare them for later progression to the Diploma Programme (DP), which is recognised as the gold standard of international education and highly regarded by all the top universities in the world.

Our exceptionally varied programme of extracurricular activities complements the curriculum and is very popular with our students. Activities are offered at lunchtime and after school, and are designed to appeal to children's creative, active and sporting interests including Music, Drama, Creative Writing, Graphic Design, Photography and Sport.

Southbank is a close-knit community, and we have an active Parent Teacher Association, which organises a number of formal and informal family events to welcome and support new families to Southbank. We believe that Southbank Westminster is a unique school, combining a rigorous academic programme with a liberal ethos and an ambitious international outlook. We hope you take an opportunity to visit and we look forward to welcome you to Southbank as a new family soon.



“ Southbank International School Westminster provides students with a distinctive and good quality education with a strong international dimension. ”

School Inspection Service

## Westminster: The Heart of London

The school is beautifully located on Portland Place, one of the widest avenues in London, with Regent's Park at one end and the BBC at the other. The Institute of Physics is directly opposite the school, with the Royal Institute of British Architects (RIBA) a very short walk away.

The wider Westminster area is home to a number of world-famous attractions: the Buckingham Palace, Guards Parade & Museum, Westminster Abbey, Whitehall and Downing Street, Westminster Cathedral, Big Ben, the London Eye, the Palace of Westminster, and St. James Park to name just a few. The National Gallery is the repository of Britain's best international art collection while Tate Britain, in the attractive riverside area of Millbank, has the best permanent exhibition of British Art in the world.

The richness of London's museums, exhibitions, galleries, historic buildings and theatres offers our students access to educational enrichment that is unparalleled anywhere else in the world. We encourage teachers to actively seek opportunities for students to engage in educational experiences outside the confines of the conventional classroom environment.

With its great shopping and dining options, two outstanding hospitals, and excellent transport links, today, Westminster is largely a residential area and many of the families living in this district have been there for generations.

Southbank Westminster considers itself very fortunate to be located in the centre of one of the great cities of the world.

### Nearest Tube Stations

Regent's Park, (Bakerloo Line); Great Portland Street (Circle Line, Metropolitan Line, Hammersmith and City Line); Oxford Circus (Bakerloo Line, Central Line, Victoria Line);.

### Westminster's Famous Residents Past and Present

- William Blake
- Prince Charles
- Rachel Weisz
- Sherlock Holmes
- Carey Mulligan
- Dusty Springfield
- Princess Beatrice and Eugenie
- Lord Byron
- Karl Marx
- William Hazlitt
- Sir Robert Peel
- Madame Tussaud



“ The product of the extensive range of activities and experiences offered by the school is students who are mature, considered, open-minded and tolerant. In combination with their sophisticated learning skills, this equips them very well for their future education and working lives. ”

School Inspection Service

## IB Middle Years Programme

The International Baccalaureate (IB) Middle Years Programme (MYP) aims to meet the educational needs of students between the ages of 11 and 16.

Young people at this stage of their education require an engaging and holistic curriculum that is relevant to the important real world issues that concern them – from the personal to the global.

Students are taught to process, critically evaluate and communicate information. As members of an international community, they learn to develop intercultural awareness and an understanding of the history and traditions that underlie cultural identity.

The MYP emphasises intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement – essential qualities for young people who will be tomorrow’s global leaders.

The programme is flexible enough to accommodate most national or local curriculum requirements. It builds upon the knowledge, skills and attitudes developed in the IB Primary Years Programme (PYP) and prepares students to meet the academic challenges of the IB Diploma Programme (DP).

The curriculum is organised around a rigorous and thorough study of eight traditional subject areas, including Language and Literature (English or another mother tongue) and Language Acquisition (French or Spanish):

- Language and Literature
- Language acquisition
- Individuals and societies
- Sciences
- Mathematics
- Arts
- Physical and health education
- Design

# Traditional MYP

## Subject Areas

### Language and Literature

Students are encouraged to realise their full potential and follow courses which reflect the diversity of their experience, culture and interests with literary texts from around the world. English is not seen as an isolated subject, but as one closely related to all forms of creativity and communication. All the expressive arts and the media, therefore, play important parts in the teaching of English throughout the School. Courses are designed to encourage creative, analytical and intellectual growth and ultimately to give students the necessary skills to prepare them for the internal and external examinations of the IB Diploma Programme in Grades 11 and 12. This is a challenging academic course of study with a holistic emphasis on knowledge acquisition.

### Language Acquisition (French and Spanish)

This programme aims to meet the needs of students of mixed ability and varied backgrounds in foreign language study. Through the study of a new language students will develop the linguistic skills which are fundamental to the language learning process, that is: speaking, listening, reading and writing. The curriculum encourages students' curiosity, interest and enjoyment in a foreign language and also provides them with sophisticated communication skills. For the native or near-native student who needs a greater challenge, the course aims to reinforce balanced bilingualism as a long-term goal. Language and literature are studied and assessed through a variety of oral and written work. Creativity and critical skills are encouraged. In addition to producing creative writing tasks, students are expected to write argumentative, persuasive and analytical essays of 500–1000 words.

### Individuals and Societies

This component of the MYP includes History and Geography. Students are encouraged to gain a greater understanding of their place in the world and their own identity, as well as develop an international perspective. This includes an awareness and appreciation of cultural identity, respect for the values of others, a sense of responsibility towards community and environment and a sense of identity within a global context. The department tries to integrate as many History and Geography topics up to Grade 8. In Grade 9 and 10, History and Geography are offered as two separate subjects.

### Mathematics

The Mathematics department strives to inspire curiosity about the subject and an appreciation for its breadth and beauty while simultaneously providing students with the necessary algorithmic skills. The subject is taught using an integrated spiral curriculum which means that each year students work on a range of topics in algebra, number, geometry and statistics developing concepts already covered and gradually introducing more advanced concepts. By careful grouping, students' learning is supported to achieve success. From Grade 8, students with high ability have the opportunity to follow Maths Extended classes.

### Science

Students in Grades 6–8 study integrated science. In Grade 9 and 10, students study Biology, Chemistry and Physics as separate subjects. The MYP Science programme provides an excellent foundation for scientific knowledge with a strong emphasis on scientific inquiry and investigative and analytical skills. The curriculum encourages students to reflect on the social and ethical implications of science and provides them with the skills to communicate their understanding. The Global Contexts encourage students to link their knowledge of science to real world issues, to develop awareness that the applications of science may be both beneficial and detrimental, and to develop an understanding of the scientific method and the ways in which scientific discoveries are made.

## Arts: Music, Visual Arts & Drama

In Grades 6–9, students study one trimester each of Drama, Visual Arts and Music. In Grades 9 and 10, students may choose a specialised arts course.

**Drama:** In Drama, students gain an understanding of drama and theatre in contemporary society, throughout history and the world. They have the opportunity to extend their own dramatic and presentational skills as well as developing skills in the sourcing or design and construction of sets, costumes, props and in the technical areas of lighting and sound production. As well as developing individual skills, Drama gives students extensive practice at working co-operatively in an ensemble. Because of its interactive nature and its culmination in performance, Drama also helps students develop eloquence in communication and social and physical confidence.

**Visual Arts:** The study of Visual Arts allows students to explore, learn and express themselves visually, orally, kinaesthetically and through writing. Students have opportunities for both independent and co-operative activity. They are encouraged to research, to discuss and to problem-solve and create. As well as developing subject specific skills in each area through the creative cycle of planning, creating and evaluating, students develop their awareness of the arts in contemporary society and in different times and places.

**Music:** Music lessons combine experiential learning in performance and composition, built on a strong understanding of musical theory and techniques. Students engage in critical listening, and develop a strong awareness of the different cultural, historical and social contexts from which music emerges. Students have the opportunity to work individually and in small groups to compose, produce and perform their own work, using their voice, instruments and music technology.

“ The school is a thriving educational community with a strong focus on learning and a distinctive international dimension. ”

School Inspection Service

## Physical and Health Education

In past years students have experienced a range of sports activities, including:

- Football at London Football Academy
- Basketball at Moberly
- Cross country running in Regent's Park
- Handball at the Westway
- Track and Field at Hampstead Heath
- Swimming at Swiss Cottage
- Volleyball at Seymour Leisure Centre
- Dance at Little Venice

In response to this some Physical and Health Education classes take place outside, regardless of the weather. In the winter months therefore students are encouraged to purchase a polyprop or woollen undershirt to wear as an additional layer under their uniform. Students should have two pairs of shoes and a shoe/boot bag.

## Design

This course aspires to develop creative problem-solvers who are able to respond critically and resourcefully to the demands of an increasingly technological society and to appreciate the importance of technology for life, society and the environment. Design is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing them to redefine and manage the generation of further thought through prototyping, experimentation and adaption. MYP design challenges all students to apply practical and creative thinking skills to solve design problems, encourages students to explore the role of design in both historical and contemporary contexts, and raises students' awareness of their responsibilities when making design decisions and taking action.

At the core is the Design Cycle where students consider the process of investigation, design, planning, creation and evaluation. Digital design courses use the Design Cycle to solve problems through the use of computer system. The study of digital design equips students to create computer-generated digital products/solutions to solve a problem and meet a perceived need. Two-dimensional (2D) tangible solutions created using computer-aided manufacturing techniques are typically the result of a digital design course. Distinct digital design courses include web design, interactive media design, programming and control, and similar subject areas.



“ Older students value the careful preparation for applications to higher education they receive. The strategic use of opportunities under the community and service aspect of the programme enables them to access relevant career experiences, for example in the creative industries and medicine. ”

School Inspection Service

## Other MYP Elements

### Service as Action (community service)

Action (learning by doing and experiencing) and service have always been shared values of the IB community. IB learners strive to be caring members of the community who make a positive difference to the lives of others. Service as Action is an integral part of the programme, especially in the MYP Community Project in Grade 8.

### The Community Project (Grade 8)

The Community Project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. The Community Project gives students an opportunity to develop awareness of the needs in various communities and address those needs through service learning. As a consolidation of learning, the Community Project engages in a sustained, in-depth inquiry leading to service as action in the community.

### The Personal Project (Grade 10)

The Personal Project exhibition is a big day on the calendar of Grade 10 students. An individual project related to one of the Global Contexts, the Personal Project is a chance for students to investigate a topic of personal significance over a period of several months under the guidance of an individual supervisor. Students may wish to direct a film, write a book of poetry, start up a small business, build a computer, or organise a charity fundraiser or a community-building football tournament. Whatever their choice, the Personal Project is the culmination and celebration of student achievement in the Middle Years Programme.

### Language and identity

MYP students are required to learn at least two languages (language of instruction and additional language of choice). Learning to communicate in a variety of ways is fundamental to their development of intercultural understanding and crucial to their identity affirmation.

“ My early perceptions are that the staff are wonderful with the children. The curriculum is effective at building character and my children are developing a genuine love for learning. ”

Comment from  
Parent Survey



# IB Student Attributes

All IB programmes aim to develop internationally-minded people who, recognising our common humanity and shared guardianship of the planet, help to create a better, more peaceful world. IB learners strive to be:

## Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## Balanced

We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



“ Students’ personal development is excellent, and the emphasis the school places on independence and resourcefulness prepares them well for their next steps in education. ”

School Inspection Service

## Our Approach to Teaching

In a world changing at a rapid pace, teachers are required to think about and review their practice for it to remain meaningful. We ask countless questions to our students every day, and it is crucial that these help identify a genuine purpose for learning. Without a doubt, academic rigour and depth of content feature high on our list of priorities, yet facts alone will not equip students with the necessary tools to make sense of our world, to consider it through the eyes of others and to improve it.

The best learning experiences are those which nurture and demonstrate students’ deepening understanding. Our approaches to teaching are varied so as to support and develop thinking, research, communication, social and affective skills. We create learning environments which enable our students to demonstrate their knowledge and transfer the skills taught in the classroom to the real world – they become politicians pleading for equal wages; researchers seeking alternatives to animal experiments; moral advocates for the homeless; designers working on tomorrow’s football shoe; authors, poets and linguists.

### Parent Involvement

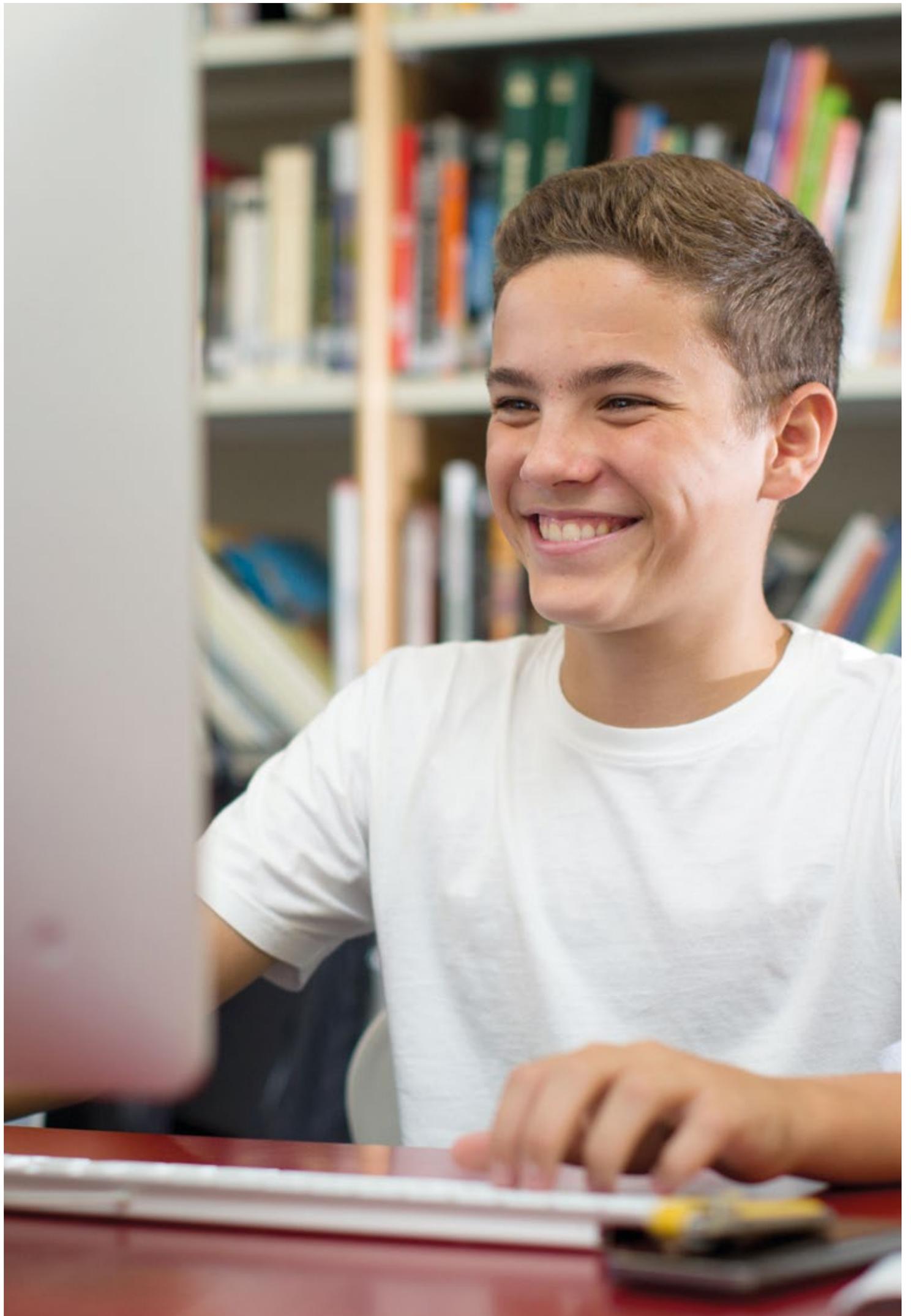
We have a very engaged Parent Teacher Association (PTA) that organises various events and manages different committees. Parents also volunteer to be a parent representative at our Board meetings, become a class representative for their class, and contribute to or chair a range of dedicated committees.

### Extracurricular Activities

Extracurricular activities are an integral part of life at Southbank International School and are timetabled in the school day. We pride ourselves on our rich programme of cultural and sporting activities. It extends what students learn in the classroom, stimulates their intellectual curiosity, encourages them to care for their mind and body.

All students are given the opportunity to change their choices every trimester, so that they can sample as many of the clubs as possible, and we encourage students to play a role in leading activities.

We are proud to have one of the most varied, free-of-charge, extracurricular programmes in London, which is very popular amongst our students. Activities available change based on demand, but just to give you an example, they normally include Chess, French Club, GIN Global Issues Network, Science Club, Spanish, Yearbook, Photography, Comedy, Maths, London Exploration Society, Rock Climbing, Writers Club, Astrophysics, Band, Actors Club, Suzuki, Robotics, USAD, Economics, Choir, String Orchestra, Tennis, Chamber Music, Spanish Film Club, Volleyball, Football, Board Games, Futsal, Badminton, Investment Club, and Golf.



“ The school provides a wide range of activities, events, trips and visits which broadens students’ experience, builds their awareness of different cultures and communities, and promotes their personal development. The extensive range of opportunities promotes learning and makes study stimulating and enjoyable. ”

School Inspection Service

# A Stimulating Learning Environment

Facilities at Westminster include five science labs, a computer lab, a hall/theatre, cafeteria, art and music rooms, and two libraries served by networked computers. The door-to-door bus service covers a wide area of central and north London.

**Learning is an active and dynamic process at Southbank, where the students develop the essential knowledge and skills to inquire about the world around them and beyond.**

English is the language of instruction, but students may also study their native language: currently 17 languages are taught as first or second languages. English as an Additional Language (EAL) is also offered throughout the school.

Our school has a fine library where Grades 6-10 receive classes in information, literacy and learn research skills from experienced and engaging librarians. Students are also taught how to plan structured research projects. Practical exercises consider website evaluations, cyber safety, social networking, database evaluations, plagiarism, copyright, referencing citations and information retrieval. Students also learn to use bibliographies and footnotes.

There are 5,000 volumes in the MYP Library Resource Centre at Portland Place, as well as DVDs, CDs, newspapers and journals.

## Varied Sport Offering

Southbank is a member school of the International Schools Sports Association (ISSA) through which students aged over 14 can participate in annual tournaments in football (soccer), volleyball, basketball and golf. To complement our involvement in this competition, games are arranged throughout the season against other schools (usually to be played within normal practice times) as a form of preparation for these tournaments.

## Our Daily Timetable

School starts every day with registration at 08:40 and finishes at 16:10. There is a common lunch hour to facilitate meetings for staff, meetings of clubs, and also afford everyone an hour free from lessons to take lunch. The day is broken into 6 Periods, each lasting 50 minutes, with Period 7 acting as an extracurricular slot for MYP students.



# Your Child's Transition Made Easy

Every year, about 20% of our families move abroad for professional and personal reasons, and then about 40 new families take up their places and join Southbank from all over the world. We therefore fully understand the needs of your family, and have a great programme in place to support your transition to Southbank.

Our warm and welcoming community of parents and teachers has set up a buddy scheme, and every new student is allocated a suitable “buddy-student”, who knows the school well and if possible comes from a similar background, and will help the new student settle in and feel welcome.

In addition, our PTA (Parent Teacher Association) organises a number of formal and informal events to welcome new families to Southbank. The PTA will contact you to organise your attendance, respond to your questions. Southbank parents are very supportive and are a great source of knowledge, information, and practical hands-on assistance for new families.

For many families, English is not their first language, and we have a dedicated EAL (English as Additional Language) department that assesses every student's needs individually, and creates a tailored English development programme for the new student.

## Examples of parent support on arrival

- Welcome coffee morning
- PTA Support network
- dedicated information evenings
- Regular coffee mornings

## Examples of student support on arrival

- Orientation Day
- Class buddies for each new child
- Meet and greet activities
- Tour of the school
- Introductions at Town Meeting

“ The varied backgrounds of the school's students contribute strongly to their excellent understanding of others, and students speak warmly of how well they get on together and of the family atmosphere of the school. They say that, on joining the school, they are helped to settle in and those who have arrived recently speak positively of the efforts by staff and other students to make them welcome. ”

“ Exciting  
and nurturing  
– an excellent  
environment  
with excellent  
teachers. ”

Comment from Parent Survey





# Our Admissions Policy

Southbank International School seeks to attract students of diverse nationalities whose parents are in agreement with the school's Mission Statement and core values. Students must be able to engage meaningfully with the programmes offered at the various levels of the school. They must have the interpersonal skills for collaborative learning as well as the self-discipline and motivation necessary for independent study, inquiry and research, which are key features of the International

Baccalaureate programmes offered at Southbank. The school seeks students who will make a positive contribution to the school community.

To be admitted, your child's records must provide evidence of their above-average academic ability, and age-appropriate motivation and skills, and demonstrate attributes consistent with the IB Learner Profile. With applicants coming from educational systems all over the world, there are no suitable standardised admissions examinations; therefore, a record of success in the previous school setting is required.

Admissions decisions are based on a review of the following: a completed application form, student essays/student drawing, copies of reports from the previous school (two years of reports as appropriate), and a reference from the last school. In addition, all applicants who are non-native English speakers will need to demonstrate that they meet the minimum EAL (English as Second Language) entry requirements for the grade they are applying for (the Admissions Office will send you a link to an online EAL test, which is aligned with the Oxford English Test).

Occasionally, as part of the decision-making process, the Admissions Committee may request additional information, specialist reports, and/or request a personal interview (in person or via Skype) with an applicant and/or their family.

Once an application is completed and the application fee of £200 per application is received, the Admissions Committee will review the application within five working days of the date of completion, and the school's Admissions Manager will contact you to notify you of the outcome.

“Welfare, health and safety provision is excellent; students feel safe and very well looked after by the school, and enjoy the positive and friendly atmosphere.”

School Inspection Service

# How to Apply to Join Us

We have a rolling applications system and accept applications throughout the year, up to 12 months in advance of your desired start date. To find out more information on the admissions process, please visit our website. You can complete our Online Application Form, attaching all required supporting documents, and paying the application fee. Once the Admissions Team receive your full application, it will be forwarded to the Admissions Committee for their decision within 5 working days.

All applicants who are not native English speakers and/or have not studied in a system where language of instruction was English will be asked to complete an online English test before their application can be reviewed. In general, you will need to provide the following documents with your application (scanned and attached to your online application as PDFs):

- Fully completed application form;
- Copies of the applicant's passport and visa;
- School reports for the last 2 years;
- Handwritten student essays;
- Two teacher references using Southbank's official form (Maths and English teachers);

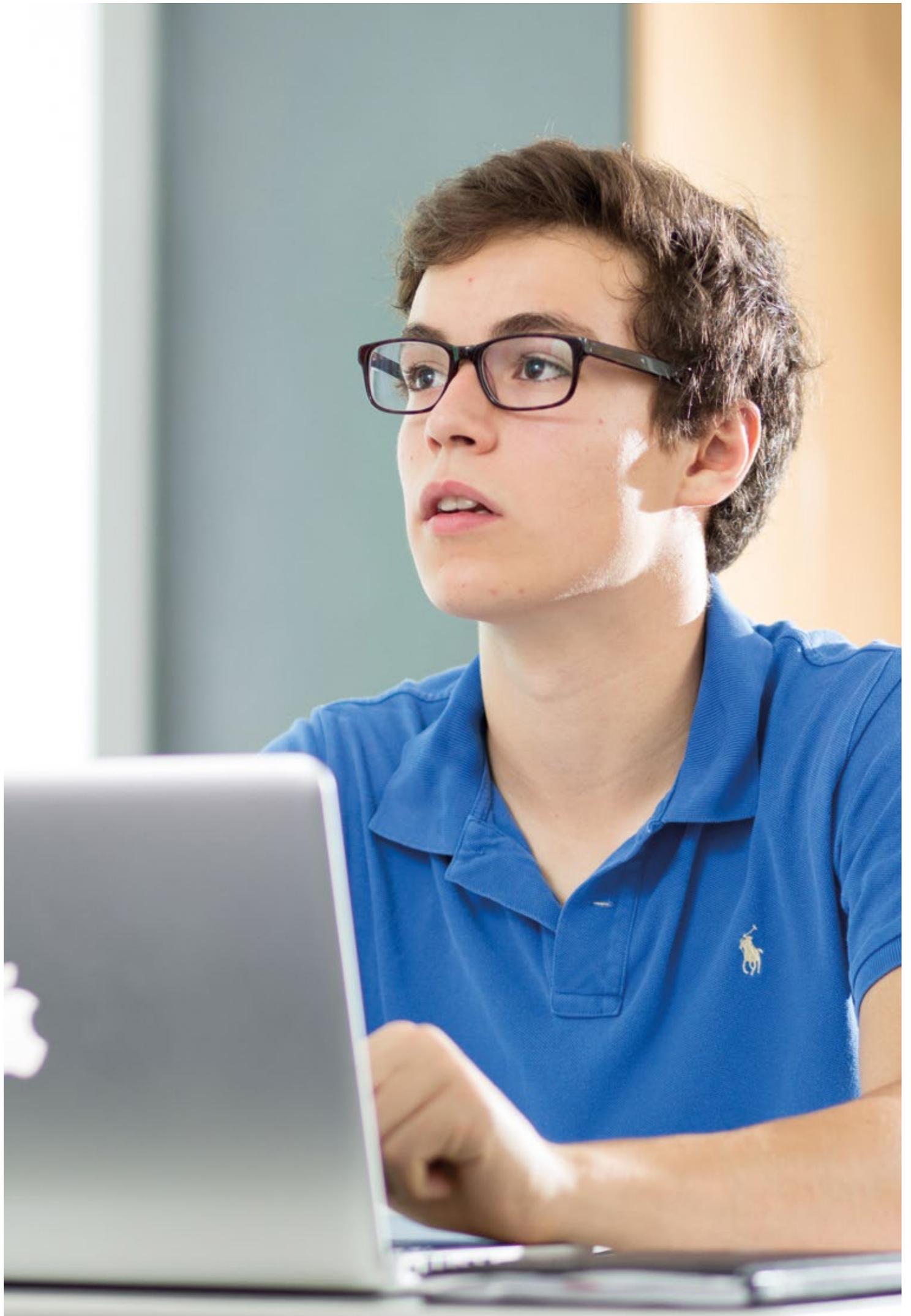
- Fully and timely completed online English test (for applicants whose mother tongue is not English);
- Completed and signed Financial Responsibility Forms (where a third party, for example your employer, will be responsible for the applicant's tuition fees);
- Any other supporting documents you may wish to submit to support your application (parent statement, educational psychologist's reports, test and/or assessment results, specialist evaluation reports).

If your child has special learning needs, please also provide all relevant documents: special learning needs officer's reports, educational assessments and similar. The Admissions Committee reserves the right to request additional supporting documents.

If the outcome is a positive one and the Committee recommends that your child is admitted to the school, and a place is available, you will be sent a formal offer by the Admissions Team. If admission is recommended but no places are available for your desired entry date, the Admissions Team will place you on the waiting list, and will notify you if/when a place becomes available.

“ There is a clear curriculum policy, strongly focused on developing independent learning skills. This promotes global awareness in the context of an international school, and matches the wide range of nationalities and cultures represented in the student population. ”

School Inspection Service



“ Students’ spiritual, moral, social and cultural development is excellent. The school’s broad curriculum and emphasis on developing skills for learning successfully promote students’ self-knowledge, self-esteem and confidence. Students develop independence and resourcefulness and they are very well prepared for further and higher education. ”

School Inspection Service

## Supporting You with Your Application

The school accepts applications throughout the year, subject to space availability, and applications are considered in order of completion. If a place is not available at the time you wish to join, your child’s name can be kept on the waiting list and you will be notified as soon as a vacancy is anticipated.

Please notify the Admissions department of any changes of address or other contact details, or if your circumstances change.

Our friendly Admissions team are experienced in dealing with a variety of different situations the applicants find themselves in, and speak a number of different languages between them. The team will support you with your application and answer any personal questions you might have with regard to your application.

Please also visit our website to learn more about the team’s background, languages spoken, and individual contact details:

<https://www.southbank.org/admissions/admissions-team/>

We encourage our applicants to attend one of our Information Mornings to see the campus they are applying to, and to meet the Principal and other key members of the team, before they consider accepting a place. We also offer individual campus tours where it is not possible for the family to attend one of the Information Mornings, subject to us receiving your completed application form and application fee prior to the date of your visit.

Generally, we ask for a two weeks’ notice for all individual tours, however, if your enquiry is urgent we will endeavour to schedule your tour as soon as possible.

To contact the team, please call:

**+44 (0) 20 7243 3803**

or email to:

**admissions@southbank.org**



“ The teachers are very professional and experienced. My children enjoy school and certainly enjoy the international nature of the student body and have built many friendships which are encouraged and supported by a very thoughtful and caring parent body. ”

Comment from  
Parent Survey

# Southbank's Grade Placement

Below is an overview of how Southbank's grades compare to other national curricula grading systems. Please note that applicants' age is determined based on their age on the 31st of August of every year, in line with the British custom:

Age before 1st September	IB Grade	Programme	UK equivalent	USA, Germany, Japan equivalent	France equivalent
3 years 2 months	EC3	PYP Primary Years Programme	Nursery	Nursery/K1	Petite
4 years	EC4		Reception	Pre-K/K2	Moyenne
5 years	Kindergarten		Year 1	Kindergarten/K3	Grande
6 years	Grade 1		Year 2	Grade 1	CP
7 years	Grade 2		Year 3	Grade 2	CE 1
8 years	Grade 3		Year 4	Grade 3	CE 2
9 years	Grade 4		Year 5	Grade 4	CM 1
10 years	Grade 5		Year 6	Grade 5	CM 2
11 years	Grade 6	MYP Middle Years Programme	Year 7	Grade 6	Sixieme
12 years	Grade 7		Year 8	Grade 7	Cinquieme
13 years	Grade 8		Year 9	Grade 8	Quatrieme
14 years	Grade 9		Year 10	Grade 9	Troisieme
15 years	Grade 10		Year 11	Grade 10	Deuxieme
16 years	Grade 11	DP Diploma Programme	Year 12	Grade 11	Premiere
17 years	Grade 12		Year 13	Grade 12	Terminale

To discuss any non-standard grade placements outside this framework, please contact our Admissions team on +44 (0) 20 7243 3803 or email [admissions@southbank.org](mailto:admissions@southbank.org)

“ The school has a very warm, friendly and supportive atmosphere which makes the kids happy. This is also an important part of the learning experience. ”

Comment from Parent Survey



## Tuition and Bus Service Fees

Our 2015/16 fees are as follows; the fees are adjusted every year, and parents are given advanced notice of the new fees:

Application Fee (non-refundable)	£ 200
Tuition Deposit	£ 2,000
Tuition Fees per term (each school year has three terms)	
- Early Childhood EC3 (half day)	£ 4,925
- Early Childhood EC4	£ 6,830
- Kindergarten	£ 7,140
- Grades 1-5	£ 7,670
- Grades 6-10	£ 8,260
- Grades 11-12	£ 8,995
Capital Development Fee (first year)	£ 1,300
Capital Development Fee (each subsequent year)	£ 300

### School Bus Service

The school offers a door-to-door bus service throughout much of central London, subject to demand. Fees are invoiced termly in arrears for the first and second terms, and in advance for the third term. Currently, our Westminster bus service covers the following post codes: N2, N6, NW3, NW6, NW8, SW3, SW5, SW6, SW7, W9, W13, W14.

We also have a shuttle bus service between our primary campuses in Hampstead and Kensington and our MYP Westminster campus.

The catchment area is subject to demand and may change.

Two-way door-to-door service (per term)	£ 710
School shuttle bus service (between Hampstead & Kensington and Westminster) per term	£ 380

School travel insurance and personal accident insurance are included in the fees listed above.



[www.southbank.org](http://www.southbank.org)

