



# Prospectus Supplement

THE **Leys**  
CAMBRIDGE



# Introduction

Welcome to The Leys Prospectus Supplement. This document is intended to work alongside the Prospectus to add detail about the overall methods and systems employed in the running of the school.

Whilst this Supplement expands on the messages in the Prospectus, we also refer you to [www.theleys.net](http://www.theleys.net) for specific details about the school.

We hope you find this information useful in your decision-making process. The school website has further information - please visit [www.theleys.net](http://www.theleys.net)

Please do not hesitate to contact us if you require further information.

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# Section 1

## Academic Matters

### 1.1 CURRICULUM

The Leys is an environment where individual strengths are encouraged to thrive and prosper, where the quality and consistent standard of education is our priority. The curriculum is designed to provide pupils with a broad and balanced education, in order to develop each child's literacy, numeracy, creativity, physical well being and ethical understanding.

Our curriculum for Years 7-11 broadly conforms to the National Curriculum. Beyond this, The Leys nurtures a productive and effective use of leisure time, the development of independence and a natural ease with computer-based technologies within the learning framework. Weekly tutorials and Personal, Social and Health Education (PSHE - see 1.8) are included to monitor progress and offer advice.

### 1.2 INTERNATIONAL SUPPORT

The Leys is an environment where individual strengths are encouraged to thrive and prosper, where the quality and consistent standard of education is our priority. The curriculum is designed to provide pupils with a broad and balanced education, in order to develop each child's literacy, numeracy, creativity, physical well being and ethical understanding.

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There is a dedicated International Support Department which provides diagnostic testing and support. The Department helps pupils to achieve their potential across the curriculum, working with tutors and teachers to identify and resolve problem areas. English for academic purposes (reading, writing, use of English, interview and presentation skills) forms the core of the department's work. For English requirements at each entry point please refer to the Current Information Booklet.

### **1.3 HIGHER EDUCATION AND CAREERS**

Pupils are encouraged to consider their futures from an early stage and from Years 9-10 they visit the Careers Department where subject options are discussed and developed under the guidance of specialist careers advisors. In Year 11, pupils join our formal careers programme in which individual interviews help them to consider options, A level choices and forward plans. Voluntary work experience is available at the end of Year 11.

In the Sixth Form, individual career interviews are more focussed. The Head of Sixth Form Studies organises a full programme of advice, providing help with course selection and the subsequent application process at the end of the first year in the Sixth Form. Pupils are encouraged to seek advice, visit HE institutions and take up work experience and work shadowing opportunities - Old Leysians and parents provide invaluable assistance with this project. All pupils attend an annual Careers Conference which includes guidance on Gap Year options.

Almost all pupils progress to university and so the Sixth Form years are key to ensuring that the right career and higher education choices are made. The destinations of recent leavers can be found on the website.

### **1.4 LEADERSHIP OPPORTUNITIES**

There are many varied outlets on offer for aspiring leaders and those seeking to give rein to their initiative. The Heads of each of the eleven Houses, together with six other pupils, form a body of School Prefects led by one boy and one girl Senior Prefect. Throughout school life, pupils are encouraged to take responsibility and are given appropriate guidance and training. The breadth of opportunity is diverse - within their Houses, coaching games on the playing fields, directing plays, conducting musical ensembles, organising school societies, leadership training with the CCF and Duke of Edinburgh award scheme - enabling all children to realise leadership skills.

There are also two pupil committees which meet regularly to discuss school matters.

### **1.5 LEARNING SUPPORT**

The school accepts pupils with a broad spectrum of skills and abilities. Our selection process in Years 7 and 9 is designed to identify pupils who can succeed in a wide range of GCSE subjects. Sixth Form selection expects pupils to have achieved an average of 5.5 at GCSE (or equivalent) to be considered for entry. Within this ability range, we aim to help pupils achieve their best in every aspect of school life. Where the natural abilities of pupils are impeded by specific learning difficulties, our dedicated group of learning support specialists provides the support and guidance needed to help the pupils fulfil their potential.

Further information on learning support is available on the website.

### **1.6 LIBRARY**

The School Library contains over 13,000 resources supporting pupils' academic and recreational interests. Private study, group work and reading for pleasure are enabled in discrete environments, which include an IT suite and study carrels for individual use in the Library, and through a continually updated range of printed, electronic and audio-visual resources. A professional Librarian is on hand throughout the school's working day to help pupils with research and to promote a love of reading and learning.

### **1.7 PARENTAL INVOLVEMENT**

Parents are warmly encouraged to participate in life at The Leys. Contact between Parents, Tutors and Housemasters or Housemistresses is encouraged, as are visits to school events such as plays, matches, concerts and Sunday services in the Chapel.

Academic excellence is our goal. One component of this is equipping Parents with the necessary information to monitor the progress of their son or daughter. 'Grades' provide a snapshot summary of effort and performance for all subjects and are issued twice each term. 'Records of Work' are written twice yearly, giving a more detailed picture of progress, with comments from subject teachers as well as those involved in pastoral care. Parents' Evenings are held annually for each year group, offering an opportunity to meet and talk to the teachers involved with each pupil.

Outside these channels, Parents are encouraged to contact their Housemaster, Housemistress or Tutor with any concerns they may have. The school will contact Parents as a matter of course in the event of a serious concern.

### **1.8 PERSONAL AND SOCIAL EDUCATION**

Pupils are taught Personal, Social and Health Education (PSHE) from Year 7 to the Sixth Form, encouraging them to consider and discuss openly some of the many issues which might not normally be covered by the formal curriculum. Topics such as politics, citizenship, personal and learning skills, health, relationships, careers and further education are explored, enabling pupils to hear a balance of views and develop their own thoughts and opinions.

### **1.9 SCHOLARSHIPS AND BURSARIES**

Scholarships are available for entry for 11+, 13+ and Sixth Form. Scholarships are worth a maximum of 5% of fees payable, although in exceptional circumstances, pupils can gain a fee concession of up to 100%. This would be in the form of a Supplementary (means-tested) Bursary. The number and value of the awards is dependent upon the calibre of the candidates, and their continuation is subject to the pupil maintaining satisfactory standards. Academic Scholarships are

offered at all three entry points; Art, Drama, Music and Sport awards are offered at 13+ and Sixth Form entry, and STEM at 13+. The Leys is recognised by the externally assessed Arkwright Scholarship Scheme which offers awards to those wishing to study Design Technology in the Sixth Form. Bursaries are available in a variety of categories and take into account the financial circumstances of the pupils' parents. Up-to-date details about Scholarships and Bursaries are available in the Current Information Booklet.

### **1.10 SOCIETIES**

Throughout its history, the school has hosted a wide array of academic societies, the best of which have evolved to become some of the School's most popular societies today. These include, The Russell Group (a lecture/seminar society organised by Sixth Formers), The History Society, The Headmaster's Society and The Academic Society. Other opportunities for advanced discussion and serious debate are available through societies such as Debating, Model United Nations and the Ichthus Society (for discussion of Christian issues). Senior pupils are encouraged to help lead many of these Societies and several have pupil secretaries. Our location in Cambridge gives the school access to an extraordinarily wide range of speakers – exposing pupils to intellectual excitement, a lively exchange of ideas and an opportunity to share in the varied experiences of the speakers.

### **1.11 TUTORIAL SYSTEM**

Each pupil has a Tutor who oversees their academic and personal development and their involvement in extra-curricular activities. They also provide guidance on careers and higher education choices as pupils advance through the school, developing a comprehensive understanding of a pupil's well-being and progress. Tutors meet pupils regularly, as individuals or in small groups, liaising with Parents and Housemasters or Housemistresses to provide the best possible pastoral care. Normally, Tutors change when a pupil is at the beginning of Year 9, Year 10 and the Lower Sixth Form.

<p><b>Years 7-8 (ages 11-13)</b> approximately 30 pupils per year taught in two classes.</p>	<p>Art, Design Technology, Divinity, Drama, English, French, Geography, German (from Year 8), History, Information Technology, Latin, Mathematics, Physical Education and Science.</p>
<p><b>Year 9 (ages 13-14)</b> approximately 100 pupils per year normally taught in five classes.</p>	<p>Core: Biology, Chemistry, Divinity, Drama, English, Geography, History, Mathematics, and Physics. In addition most pupils study two Modern Languages (French, German or Spanish) and have the option to study either Latin or Classical Civilisation, and choose five from Art, Computing, Design Technology, Drama, Music and Physical Education.</p>
<p><b>Years 10-11 (ages 14-16)</b> GCSE course approximately 100 pupils per year with core subjects normally taught in five classes.</p>	<p>Core: Biology, Chemistry, English Language, English Literature, Mathematics, a Modern Language (French, German or Spanish) and Physics.</p> <p>Options: Art and Design, Classical Civilisation, Computer Science, Design Technology, Divinity, Drama, French, Geography, German, Greek, History, Latin, Information Technology, Music, Sport Science and Spanish.</p>
<p><b>Sixth Form (ages 16-18)</b> <b>Year 12 (Lower Sixth)</b> <b>and Year 13 (Upper Sixth)</b> approximately 100 pupils per year with average class size 9/10.</p>	<p>Sixth Form pupils generally study three subjects. The majority of Sixth Form pupils are approaching their seventeenth birthday when they join in the Autumn term.</p> <p>A level subjects Art &amp; Design, Biology, Business Studies, Chemistry, Computer Science, Design Technology, Economics, English Literature, French, Further Mathematics, German, Geography, Greek, History, Latin, Mathematics, Music, Sport Science, Physics, Politics, Spanish, Theatre Studies, Theology.</p>

For current GCSE and A Level results please visit [www.theleys.net](http://www.theleys.net)

# Section 2

## Extra Curricular

**The programme of wider-curricular activities available at The Leys sets it apart from many schools. There are over 100 clubs, societies and activities taking place every week - few schools are able to offer such diversity.**

**Pupils participate in team games or recreational sport on three afternoons per week and on late Wednesday afternoon a programme of CCF and Duke of Edinburgh Award is undertaken (see 2.6). In the early evening a published programme of activities is offered and pupils are normally expected to attend a minimum of two per week. An allocation process for pupils in Years 7 to 10 ensures as many pupils as possible are able to participate in the most popular activities. The societies mentioned in section 1.10 form part of this programme.**

### **2.1 ACTIVITIES**

Our list of activities offered is constantly evolving, with pupil demand and available teaching expertise shaping the selection. Some activities such as Cooking and Debating sit outside the categories of Art, Drama, Music and Sport cited below.

### **2.2 ART, DESIGN TECHNOLOGY AND IT**

The Rugg Centre occupies a central role in school life, being well-used by pupils of all ages and at all levels of their creative development - experimenting, exploring, designing and building. The Rugg Centre's Art and Ceramic studios, Design Technology workshops and computer suites are a well-tested haven of thoughts, ideas and expression, with many pupils progressing

to study Art and Design related courses at Higher Education level.

Pupils can try their hand at many different media as well as develop skills in Ceramics, Sculpture, Life Drawing, Print Making, Wood Turning, Milling, Photography and Digital Video. Projects of all sizes can be undertaken in the DT workshops.

In addition, STEM activities develop interest and skills in this important area of modern life while supporting the opportunities offered through the curriculum.

In addition to school-based creativity, pupils have the opportunity to visit a range of external sources of inspiration and learning. These include the nearby Fitzwilliam Museum, galleries and museums in London and Norwich, and overseas trips - such as an Art and Design-based trip to Barcelona or Paris in the holidays.

### **2.3 DRAMA**

Drama offers another forum for creative expression and participation. The school's drama department and theatre are housed in the newly- built Great Hall. This provides a West End-level theatre as well as the Middleton drama studio and three drama classrooms. These facilities are supported by an experienced theatre manager and theatre technician. Great Hall has two main venues for performance, each equipped with computerised lighting and sound equipment which are supported by an experienced theatre technician. There is an annual programme of stage productions including musicals, classical and modern plays. Pupils are able to develop skills in technical theatre as well as in acting. The popular Backstage Company and Drama club gives



pupils a rich variety of experiences of Drama. Recently, a number of pupils have successfully auditioned for the National Theatre Youth Theatre Group for acting and for stage management. We also provide advice and support for pupils auditioning for Drama Colleges.

Frequent visits to external theatre productions form part of the Drama programme. Speech and Drama classes are a very popular activity and pupils can enter for LAMDA examinations, our results in which are amongst the best in the country. Various dance classes are offered including Street Dance and Zumba.

## 2.4 MUSIC

The Music School was opened by our music patron, Julian Lloyd Webber, in May 2005. This acoustically engineered state-of-the-art building has been widely acclaimed as a benchmark facility in music education and boasts a recital hall (with Steinway Grand piano and harpsichord), recording studio, rock rehearsal room, music library, music technology room (a suite of imacs running Sibelius and Cubase software), percussion suite, large rehearsal rooms and practice/teaching rooms.

The Music School provides access to a wide range of instrumental teachers, with one-to-one tuition on all orchestral instruments, piano, organ, harpsichord, guitar, percussion and singing. For pupils taking ABRSM examinations, extra weekly coaching sessions in music theory and aural tests are available.

Pupils participate in a wide range of musical activities and ensembles, large or small, to suit their musical ability. Chapel Choir is a mixed-voice choir which provides music for worship in the school Chapel and at other events both in and out of school. This can include singing choral evensong in some of the Cambridge College Chapels. The Orchestra is the largest ensemble which tackles the 'serious parts' of the standard orchestral repertoire as well as lighter orchestral pieces. A wide range of other ensembles - including a String Orchestra, Wind Band, Jazz Band, Chamber Choir, String Quartets and Instrumental Chamber groups - offer plenty of opportunity for pupils to gain performance and ensemble experience. Approximately twenty ensembles practise every week in school.

Different musical events occur throughout the year. Musicians' Showcases provide an opportunity for

individuals and small ensembles to perform to a high standard, whilst Lunchtime Live presents a more relaxed and informal chance for professional musicians as well as pupils to perform.

Other highlights include the Scholars' Concert, Moulton Concert, Unplugged (acoustic popular music), Plugged (rock music) concerts, instrumental and singing competitions and the Summer Concert in Saffron Hall. Instrumental and voice workshops are organised through the year and run by professional musicians. There are also concert and opera trips to both Cambridge and London.

## 2.5 OUTDOOR EDUCATION

### Combined Cadet Force, Duke of Edinburgh Award Scheme

During their time at the school, pupils have plenty of opportunity to develop outdoor skills and participate in outdoor pursuits such as walking expeditions, canoeing, climbing and sailing. The natural result of these exercises includes greater independence and self confidence, an awareness of individual strengths, weaknesses and potential, and the ability to lead and work as part of a team.

In the Summer term of Year 9 pupils take part in an outdoor education trip to the New Forest where they receive preliminary instruction in expedition planning, camp craft and navigation, before completing their Duke of Edinburgh (DofE) Bronze Award Assessed Expedition. Activities attended regularly may also count towards the physical recreation and skills section of the Award.

In Year 10, all pupils are expected to join the Combined Cadet Force (CCF) and continue with the DofE Award. CCF comprises Army and Navy sections, with each offering training in outdoor pursuits, leadership, practical and military skills.

Two further large scale DoE expeditions are organised for pupils to meet the criteria for the expedition section of the Silver Award. Pupils complete the volunteering section by participating in the CCF, St John's First Aid or Communities Services Groups. Skills and physical recreation sections may be completed by participants in extra-curricular activities, which can include out of School commitments. Suitably qualified and self motivated Sixth Form pupils can progress to DoE Gold Awards.

## 2.6 SPORT AND FITNESS

The Leys campus provides ample space for pupils to undertake a range of sports. As part of the curriculum Games are played three afternoons a week. The core team sports are Rugby, Cricket (boys and girls), Hockey (boys and girls), Netball, and Girls' Tennis while Boys' Tennis, Rowing, Swimming and Athletics are also offered to those not involved in the main team sports and in all these sports we offer competitive fixtures. Pupils are provided with the opportunity to participate in district and county competitions in Athletics and Cross Country. We also run an extensive range of sports options on Games afternoons including Badminton, Strength and Conditioning, Squash, Dance and Sailing at Hunts. Sailing Club.

Among the late afternoon activities a large number of sports are available such as Badminton, Basketball, Football, Squash, Water Polo, Volleyball, Gymnastics and Trampolining. We enter teams in the Cambridge University Colleges Leagues for Badminton, Volleyball and Water Polo.

The main sports complex includes a large sports hall, a fitness centre and cardio-vascular suite, a projectile range with indoor cricket nets and three squash courts. A full size floodlit astro turf pitch provides the base for hockey throughout the Autumn and Lent Terms and converts to twelve tennis courts for summer Games. There are also three hard court netball and tennis courts on site. A 25-metre heated indoor swimming pool is available throughout the year, while the school's boathouse enables pupils to pursue rowing. The school's other playing field at Latham Road – just five minutes' walk from the school grounds – includes a second astro turf and netball and cricket pitches. The quality of our coaching is excellent with competitive sport played to a high standard and pupils achieve District, Divisional and National representation. The proximity of Cambridge and its University enables the school to enlist the help of a host of peripatetic coaching staff specialising in particular fields. Professional coaches are employed in a number of areas such as Hockey, Swimming, Rowing, Tennis, Rugby and Cricket.

The Leys Sports Academy supports the most talented pupils by providing an environment where they can develop their playing skills at an advanced level as well as improve their athletic development through sessions with the school's Strength and Conditioning Coach. Performance and fitness goals are set under the guidance of a mentor who is also able to offer advice on time management and balancing commitments.

## 2.7 TRIPS

The school organises a range of voluntary trips each year. Some are designed to enhance the academic curriculum, others are linked to the extra curricular programme or are simply for pleasure. Locations visited include the UK - to Stratford for example, Europe (for Languages at GCSE/A level), Canada (Science), Eastern Europe (History), Barcelona or Paris (Art & Design), Botswana (Adventure), Prague (Music) and The Alps (Skiing).

Overseas sporting tours are offered regularly - recent trips include Holland, Ireland, Portugal, South Africa and Sri Lanka.



# Section 3

## Welfare

The warm, relaxed atmosphere at The Leys is generated by a number of elements - a supportive community of teachers and pupils, a sense of fellowship, respect and friendly ease, and the nurturing of sound values. These important components of successful pastoral care are underpinned by a solid support framework which ensures that pupil happiness and well being remains at the core of life at The Leys.

### 3.1 CHAPEL

The Leys is a Methodist Foundation, founded in 1875 by a leading group of Wesleyan Methodists who wanted to build an independent school on a Christian non-sectarian basis. This aim remains at The Leys today, where a positive and enquiring attitude to religion is encouraged and links to the Leysian Mission in the City of London are maintained.

The School Chapel is very much the centre of school life. As a focus for formal worship, it underpins the sense of community and encourages tolerance of religious views. Pupils are invited to feel at home in the Chapel, to enjoy it for services or to use it as a quiet area for reflection in an otherwise busy environment. The whole school has a weekly service at which attendance is compulsory. There are school services held at regular intervals such as Harvest Festival and Remembrance Day, which are family occasions with parents welcome to attend. The School Chaplain provides spiritual and ethical guidance and support, helping pupils with their everyday lives and discussing any issues which may arise. Preparation for Confirmation is available for those who want to make a

formal commitment. The Ichthus Society (the School Christian Union) meets weekly for talks, discussion and fellowship.

### 3.2 HOUSE SYSTEM

The community is divided into eleven Houses, which are small enough for each individual to play an important part and be valued in his or her own right. Houses are 'home' for the pupils while at school and are run by a Housemaster or Housemistress. The Boarding Houses have an Assistant Housemaster or Housemistress who along with the Housemaster or Housemistress live within the House. All Houses (see below) have a day matron to look after the needs of pupils when academic staff are out of the House.

Houses have a comfortable, relaxed and homely feel, with study areas, common rooms, changing rooms and leisure facilities as well as kitchens for making drinks and snacks.

Boarding Houses provide an individual desk/study area within comfortable dormitories during Year 9 and 10, whilst in Year 11 and the Lower Sixth, 2-3 pupils share rooms with study areas, with some single rooms available. Upper Sixth boarders are accommodated in single rooms with dedicated desk areas. East and Granta Houses are reserved for pupils wishing to start boarding in the Sixth Form, either transferring from another House or as a new pupil at The Leys.

Day pupils are offered a study area in their houses and the library provides plenty of quiet study space for those who wish to stay later.

During the day, members of Moulton House have common rooms and changing facilities on the main campus. After supper each evening, when day pupils leave, boarding pupils return 'home' to Moulton at 6, Brookside which is run on family lines with a resident Housemistress and an Assistant Housemaster. The accommodation comprises a selection of small dormitories with study areas and a comfortable family-style living room, kitchen and music room.

### 3.3 MEDICAL CARE

The 10-bedded Medical Centre consists of a fully equipped surgery, a consulting room for the Doctor and a day room. It can accommodate all boarding pupils who need care during an illness. A team of 6 fully qualified Nursing Sisters provides care 24 hours each day, while the School Doctors provide medical care under the National Health Service and visit the school 3 times a week. Boarders are expected to register with the School Doctor. International pupils are similarly entitled to health care under the National Health Service.

Medical staff are an important informal component of the pastoral care system.

### 3.4 PASTORAL CARE

Pastoral care is one of the school's main strengths. The Housemaster or Housemistress is each pupil's main point of contact, with the Assistant and Matron in support. The pupil's Tutor is an alternative point of contact, who meets regularly with the pupil to monitor progress and discuss issues which may arise. The Chaplain is similarly available to provide guidance and support (see 3.1).

The close-knit community of The Leys is designed to ensure that no pupil can slip through the support net - there is always someone who can listen and provide guidance to problems - no matter how small.

### YEAR 7-8 BOARDING and DAY

**Moulton House** boys and girls 11-13

The size of this house is about 60.

### SENIOR DAY HOUSES

Barker House boys and girls 13-18

Barrett House boys and girls 13-18

Bisseker House boys and girls 13-18

The average size of these Houses is 50.

### SENIOR BOARDING AND HOME BOARDING

#### BOYS

North A House boys 13-18

School House boys 13-18

West House boys 13-18

East House boys Sixth Form entry

#### GIRLS

Dale House girls 13-18

Fen House girls 13-18

Granta House girls Sixth Form entry

The average size of Senior Houses is 60.

The average size of Sixth Form Houses is 30.

# Section 4

## Daily Routines

### 4.1 BOARDING

Boarding offers a number of benefits. It is an opportunity to join a structured and friendly community with a careful balance of time for study and relaxation; it offers scope for developing the strong friendships that communal living creates; it nurtures independence, preparing pupils for their futures and adulthood; it is also great fun.

The school day begins with breakfast and registration. Every morning there are 4 lessons followed by lunch. During the week three afternoons have further lessons and three have games. Assembly and Chapel take place on Monday and Friday lunchtimes respectively.

Activities begin at 4:30pm each day (except Saturday) and are followed by supper from 6:20pm. Study time is provided in Houses Monday – Friday from 7:15pm to 8:15pm for Years 9-11 and to 9pm for the Sixth Form. Extra supervised study time is provided for Year 9 during some afternoon activity times. Pupils are encouraged to manage their work with the help of their tutors. There are further activities after private study.

There are many weekend events organised, including outings to plays, films, concerts and expeditions. Boarders may obtain permission to go into Cambridge at specific times appropriate to their age. School Services are on three or four Sundays each term where pupils stay in school and attend Chapel. Flexible arrangements exist for boarders to leave School (with permission) after their Saturday commitments (in Years 7-8 this is 1:10pm; from Year 9 it is 4pm).

#### 4.2 HOME BOARDING

Home Boarding offers pupils the chance to share in the life of a Boarding House while maintaining full contact with home life. Pupils sleep at home but eat their evening meal and do their work in school.

The day begins with House registration at 8:15am. The routine then follows that of a Boarder, allowing Home Boarders to attend evening activities after private study or alternatively go home. At weekends, Home Boarders may leave after their Saturday games commitment; School services on Sunday take place three or four times a term when Home Boarders attend Chapel.

Home Boarders may board on an occasional basis by arrangement with the Housemaster or Housemistress, or opt to become full Boarders (if places are available) as their commitments at school increase.

#### 4.3 DAY PUPILS

Day pupils share widely in the life of a boarding school while maintaining full contact with home life.

The day begins with House registration at 8:15am, then the daily routine follows that of boarders. Pupils may leave after games/ classes at approximately 4:30pm, but are encouraged to participate in the early evening activities. At 6:20pm, Day pupils may stay for supper (the charge is added to the termly bill) if they are to participate in a late evening activity.

At the weekend, Day pupils may leave school after their Saturday commitments (1:10pm for Years 7-8 and 4:00pm from Year 9) and are required to attend at least one designated Sunday School Service each term.

Where places are available, Day pupils are very welcome to transfer to become either Boarders or Home Boarders.

# Section 5

## Food & Diet

Food at The Leys caters for every taste and is noted for being wholesome and appetising. Variety lies at the heart of our daily menus, to ensure pupils can mix and match their choices and personal tastes. Our balanced menu encourages the eating of breads, cereals, starchy foods, fruit and vegetables and discourages the consumption of fat, sugar and salty foods.

Where possible, food is grilled or oven baked, while vegetables and potatoes are steamed to ensure that valuable nutrients are not lost during cooking.

At each meal there are always hot and cold choices as well as varied vegetarian options. Themed evenings (Mexican, Italian, Indian) are a regular weekly event and allow pupils to sample international cuisines.

### **BREAKFAST**

#### **SAMPLE MENU**

A choice of cereals with semi-skimmed and whole milk  
Fresh fruit and grapefruit segments  
Yoghurt in low fat and virtually fat free varieties  
A hot option incorporating bacon, sausages or eggs  
Brown or white toast with preserves Tea, coffee and water

### **LUNCH**

#### **SAMPLE MENU**

Homemade rolls and soup  
A minimum of two hot meat/fish choices  
Pasta served with a vegetarian sauce  
One hot vegetarian dish  
Cold meat and vegetarian proteins for salads  
Filled baguettes or wraps  
Potato and two vegetables  
Baked potato with choice of fillings  
Rice is served at least twice a week  
A salad bar with lettuce, tomato, cucumber, mixed peppers and two composite salads  
One hot and one cold pudding plus yoghurt and fresh fruit  
Chilled water

### **SUPPER**

#### **SAMPLE MENU**

Homemade rolls and soup  
A minimum of two hot meat/fish choices  
Pasta served with a vegetarian sauce  
One hot vegetarian dish  
Cold meat and vegetarian proteins for salads  
Filled baguettes or wraps  
Potato and two vegetables  
Baked potato with choice of fillings  
Rice is served at least twice a week  
A salad bar with lettuce, tomato, cucumber, mixed peppers and two composite salads  
One hot and one cold pudding plus yoghurt and fresh fruit  
Chilled water





# How to find us

**Rail** Cambridge Station is on the main line from London Kings' Cross, with a regular twice-hourly fast service during the week.

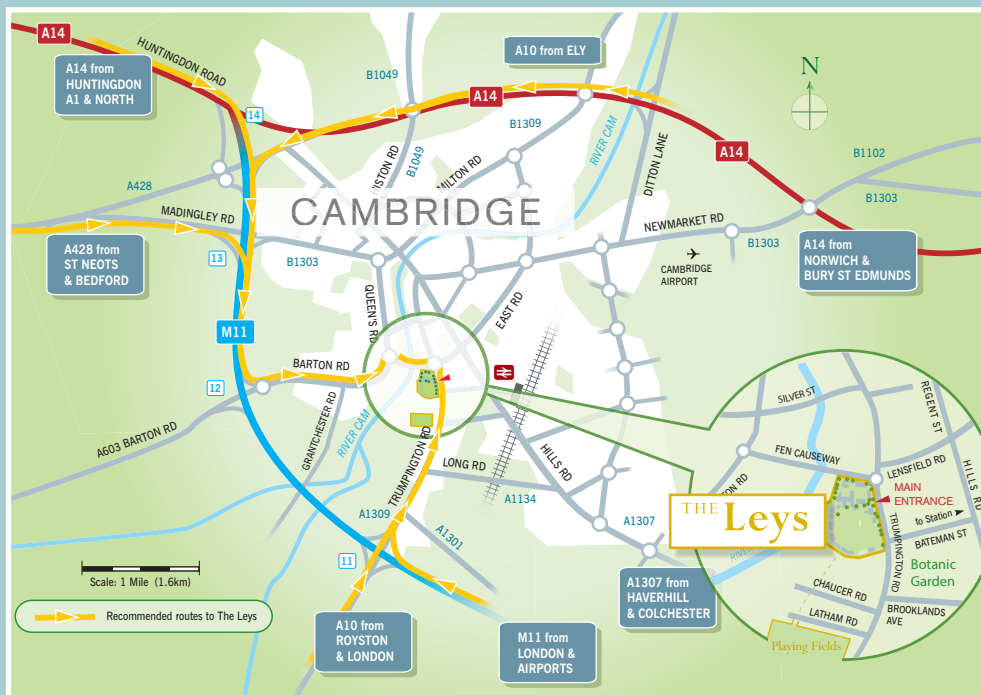
**Road** Cambridge is situated just off the M11 (junction 12) with good connections from the A14 and the M25. The School can be accessed from both Fen Causeway and Trumpington Road.

**Air** London Stansted Airport is a 30 minute journey by road or rail from Cambridge.



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The Leys is part of The Leys and St Faith's Schools Foundation, Charity number 1144035

THE  
**Leys**  
CAMBRIDGE