



ISLEWORTH &  
SYON SCHOOL  
FINIS CORONAT OPUS

# CURRICULUM OVERVIEW: YEAR 7



# Curriculum Overview

Please note: This includes extracts from our curriculum and assessment policy.

## Aims

- All students make exceptional progress with high levels of enjoyment and engagement.
- All students have opportunities to fulfil their potential, through curricular and extra-curricular opportunities.

## Principles

- All students can access a broad and balanced curriculum.
- There is a clear focus on literacy and numeracy development.
- Key Stage 3 builds on the work done at Key Stage 2 and provides the foundations for success in the Key Stage 4 curriculum and extra-curricular opportunities.
- The curriculum provides stepping stones to prepare young people for future careers and the world of work.

## Assessment

- Day-to-day in-lesson assessment is the cornerstone of student progress.
- End-of-unit and termly assessments are specifically designed to be accessible, build confidence and support success in future public examinations.
- Assessments are reported to students regularly and to parents/carers termly.

## Curriculum Allocation (25-Period Week)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
YEAR 7																								
En				Ma				Sc			PE		MFL			Hi		Gg		Cs	Ar	Dr	Mu	Tech
PSHE - all week/year through: Study Support (10 minutes morning, 20 minutes afternoon); assemblies (one per week, year/house alternate); daily 'Thought for the Day'.																								

## Groups and Sets

All students are taught in carefully planned mixed ability groups. The only exception is mathematics where there are two top sets and the rest are mixed ability (this is regularly reviewed).



## Progress and Preparation Activities (PPA)

Traditional homework is described as Progress and Preparation Activities (PPA). PPA plays a vital role in ensuring that students make rapid progress and realise their academic potential. PPA focuses on reading, revision, research and re-drafting. Activities are set approximately once a week, sometimes additional tasks are set in some subject areas. All PPA can be viewed via Insight. For Physical Education (PE), PPA is simply to attend a weekly club. Reading for 20 minutes every evening is a compulsory activity (further details on page 10).

The majority of PPA is self- or peer-assessed; teachers dedicate lesson time in order to facilitate this process within the classroom. Students receive an Independent Learning grade each report. The completion rate of high quality PPA within the set deadline will be reflected by this grade. See the final page for full details.

## Careers and Employability

In Year 7, students will be supported to:

- identify their strengths and personal qualities in order to set future goals as well as pursue future aspirations;
- explore leadership opportunities including examining what qualities make an effective leader;
- explore different job families using local labour market information; and
- complete enterprise and design challenges where they will demonstrate an array of soft skills.

The majority of these employability opportunities will be provided through Personal, Social, Health and Economic Education (PSHE) within study support as well as via enrichment days. Careers and Enterprise Education is also part of and included in a student's standard lessons, linking curriculum to real world career paths.

## Extra-Curricular

We encourage all students to attend other opportunities offered, as well as clubs and events not linked with school. Our extensive extra-curricular opportunities are posted each half term on the website

# Year 7 Curriculum Overview Subject-by-Subject

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
ENGLISH						
Aims	To foster a love of reading, develop reading literature skills and be able to write to narrate, persuade and describe. To develop knowledge and cultural capital towards KS4 and beyond. One lesson a week is purely focused on reading.					
Extra-Curricular Opportunities	Debate mate, author visits, writing competitions, Poetry by Heart competition, Reading Ambassadors, World Book Day activities, film club, watching school productions					
Curriculum	Culture & Identity <ul style="list-style-type: none"><li>Novel study: The Bone Sparrow</li><li>Non-fiction Reading related to the Refugee Crisis</li><li>Poetry from other cultures (e.g. Island Man, Blessing)</li></ul>		Creation & Origin <ul style="list-style-type: none"><li>Myths and Legends</li><li>Frankenstein Playscript</li><li>Extracts from <i>Frankenstein</i></li></ul>		Gothic Genre Study & Voices <ul style="list-style-type: none"><li>Series of Gothic extracts and short stories</li><li>Legendary Voices (Speeches)</li><li>Writing to express a viewpoint</li></ul>	
Assessment	Assessment: Knowledge, Understanding & Application		Assessment: Knowledge, Understanding & Application		Assessment: Speaking & Listening Assessment: end of year 7 examination (reading and writing)	
MATHEMATICS						
Aims	To ensure that students have an understanding of the fundamentals of numeracy, algebra, probability and geometry, whilst instilling a love of problem solving.					
Extra-Curricular Opportunities	KS3 Maths PPA club; Maths Challenge Club top-achieving students will be invited to take part in the UK Junior Mathematics Challenge.					
Curriculum	Algebra 1: Substitution & simplifying expressions  Number Properties 1: 4 rules, negative numbers & place value		Fractions: 4 rules  Geometry and measure: Types of shapes & angles		Fractions, Decimals and Percentages: Equivalents & finding the amount  Statistics: Surveys, bias & sampling	
					Algebra 2: Solving equations & forming equations  Angles: Drawing and measuring	
					Sequences: Creating, completing & nth term Averages: From a list and table Interpreting Data: Quartiles & Box Plots	
Assessment	Topic feedback forms	Topic feedback forms and end of term paper	Topic feedback forms	Topic feedback forms and end of term paper	Topic feedback forms	Topic feedback forms and end of year assessments

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
SCIENCE						
Aims	To discover new scientific concepts, experimental techniques and skills					
Extra-Curricular Opportunities	Year 7 science club; Wider Learning Week: make an iodine clock, and understand the biology and use of sports drinks, before making one.					
Curriculum	Taught on rotation:  <b>Biology 1</b> <ul style="list-style-type: none"><li>Cells, tissues, organs</li><li>Diffusion</li><li>Plant reproduction</li></ul> <b>Chemistry 1</b> <ul style="list-style-type: none"><li>Particle model</li><li>Expansion and contraction</li><li>Changes of state</li></ul> <b>Physics 1</b> <ul style="list-style-type: none"><li>Types of forces</li><li>Measuring forces</li><li>Contact and non-contact forces</li><li>Balanced and unbalanced forces</li></ul>			Taught on rotation:  <b>Biology 2</b> <ul style="list-style-type: none"><li>Plants and photosynthesis</li><li>Food chains and interdependence</li></ul> <b>Chemistry 2</b> <ul style="list-style-type: none"><li>Separation techniques</li><li>Dissolving</li><li>Melting and boiling points of mixtures</li></ul> <b>Physics 2</b> <ul style="list-style-type: none"><li>Energy</li><li>Fuels</li><li>Sound</li></ul>		
Assessment	Each module has the following formative assessment elements: experimental skill; extended writing, math skills and application of knowledge with a summative test paper.					
ART						
Aims	To provide the opportunity for students to explore, discover and express themselves based on their surroundings through art and design.					
Extra-Curricular Opportunities	All art and design units of work provide a platform from which to explore and discover the work of artists from different cultures from the past and present.					
Curriculum	<b>Introduction to Drawing</b> The formal elements in art <ul style="list-style-type: none"><li>Line</li><li>shape</li><li>form</li><li>tone</li></ul>	<b>Introduction to Painting</b> The formal elements in art <ul style="list-style-type: none"><li>colour</li><li>texture</li><li>value</li></ul>	<b>Composition</b> The elements of composition  Artists: Roy Lichtenstein/ David Hockney <ul style="list-style-type: none"><li>focal point</li><li>balance</li><li>unity</li></ul>	<b>Oil Pastel Experimentation</b> Insects  Media exploration using oil pastel <ul style="list-style-type: none"><li>blending</li><li>colour schemes</li></ul>	<b>Introduction to Contemporary Art and Processes</b> Artist: John Dilnot <ul style="list-style-type: none"><li>print-making</li><li>make an artist research board</li></ul>	<b>Mixed Media</b> Artist: Lynette Shelly <ul style="list-style-type: none"><li>collage</li><li>montage</li></ul>
Assessment	Skills review marking checklist once/twice	Skills review marking checklist once/twice	Skills review marking checklist once/twice	Skills review marking checklist once/twice	Skills review marking checklist once/twice	Skills review marking checklist once/twice

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
<b>COMPUTING</b>						
<b>Aims</b>	To provide student with a firm foundation in understanding what a computer is and how it can be used safely and effectively.					
<b>Extra-Curricular Opportunities</b>	After-school Scratch club					
<b>Curriculum</b>	<b>Introduction to Using Computers Safely</b> <ul style="list-style-type: none"> <li>E-safety</li> <li>Internet usage</li> </ul>	<b>Computer Hardware, Software and Networks</b> <ul style="list-style-type: none"> <li>What is a computer?</li> <li>Input, Output and Storage</li> <li>Parts of a Computer</li> <li>CPU</li> <li>Computer Networks</li> <li>Software</li> <li>History of Computers</li> </ul>	<b>Digital Media</b> <ul style="list-style-type: none"> <li>File formats</li> <li>Planning projects</li> <li>Creating Digital Media project</li> </ul>	<b>Introduction to Programming</b> <ul style="list-style-type: none"> <li>Flowol</li> <li>Flowchart symbols</li> <li>Pseudocode</li> </ul>	<b>Introduction to Spreadsheets</b> <ul style="list-style-type: none"> <li>Understanding Spreadsheets</li> <li>Modifying Spreadsheets</li> <li>Formulas</li> <li>Data handling</li> <li>Presenting Data</li> </ul>	<b>Understanding Scratch Programming</b> <ul style="list-style-type: none"> <li>Variables</li> <li>Functions</li> <li>Animation</li> <li>Maze Game</li> </ul>
<b>Assessment</b>	End of topic test	Fortnightly PPA End of topic test	Fortnightly PPA Digital Media Project	Fortnightly PPA End of topic test	Fortnightly PPA End of topic test	Scratch project Fortnightly PPA End of topic test
<b>DRAMA</b>						
<b>Aims</b>	Learners develop: <ol style="list-style-type: none"> <li>The ability to work cooperatively and independently with their peers in rehearsal and performance.</li> <li>Develop vocal and physical skills through a broad range of performance opportunities.</li> <li>Develop knowledge of drama and theatre through being introduced to key genres and style.</li> <li>Develop oracy and fluency both through performance and evaluating peers.</li> </ol>					
<b>Extra-Curricular Opportunities</b>	Year 7 & 8 Drama club, Winter Concert, Tech Crew, School production, Drama and Music Festival, Summer Arts Festival.					

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
Curriculum	<b>Arrival</b> Introduction to fundamental drama skills and techniques using the theme of arrival	<b>Folktales</b> Development of skills and techniques introduced in Arrival using global folk tales	<b>Ghost Stories</b> Introduction to immersive drama using the school as the site of a ghost story	<b>Slapstick and silent comedy</b> Development of physical skills through looking at techniques for silent comedy	<b>Greek Theatre</b> Introduction to Greek theatre conventions, many of which are the fundamentals of Western drama practice. Development of the skills required to work as ensemble performance through practical exploration of the chorus	
Assessment	Continuous assessment of rehearsal Baseline performance	Continuous assessment of rehearsal Folktale performance End of term test	Original monologue Monologue performance	Continuous assessment of rehearsal Slapstick performance End of term test	Continuous assessment of rehearsal Choral performance End of year test	
GEOGRAPHY						
Aims	To develop an understanding of and curiosity for the physical and human world.					
Extra-Curricular Opportunities	Fieldwork investigation in the local area, ski trip, WE Day.					
Curriculum	<b>Where in the World? UK + Global Geography</b> Physical (distinctive landscapes, rivers, coasts, weather) Human (rural-urban issues, population, cities, inequality)	<b>Where in the World? Russia</b> Physical and human features of Russia.  (Biomes of Russia, conflict in Russia, population density) Case study - Siberia	<b>Where in the World? Africa</b> Physical and Human features in Africa, Kenya case study	<b>Where in the World? Asia</b> Physical and Human features in the Asia, Tohuku (Japan) Earthquake and India case studies	<b>Geographical Skills</b> Conducting local, human fieldwork	<b>End-of-Year Revision</b> Development of key revision skills  <b>Geographical Skills</b> Conducting local, human fieldwork
Assessment	Geographical skills questions	Short, long and case study-based questions	Short, long and resource-based question	Short, long and case study-based questions	Short, long and fieldwork-based questions	End-of-year assessment

## HISTORY

<b>Aims</b>	To develop a love and understanding of medieval history and how the world was interconnected.					
<b>Extra-Curricular Opportunities</b>	History club, Law club, External talks					
<b>Curriculum</b>	<b>Why did William become King of England in 1066?</b> Looking at how connected England was with the rest of the world. Analysing the causes of the Battle of Hastings and the reasons why William won.	<b>How did William secure control of England?</b> Analysing the different methods used to take control including the building of castles.  Introduction into the Silk Roads	<b>How dark were the Dark Ages?</b> Analysing Medieval life in different countries within Africa and Asia and the degree of progress.	<b>How powerful were Medieval Monarchs?</b> Analysing the challenges that Medieval Monarchs such as King John faced.  How could the power of Medieval Monarchs be restricted?	<b>What was the impact of the Black Death?</b> Analysing the impact the Black Death had on English life.	<b>End-of-Year Revision</b> Introduction into the Crusades  Development of key revision skills
<b>Assessment</b>	Evidence and explanation-based questions	Evidence and explanation-based questions	Source-based question	Evidence and explanation-based questions	Evidence and explanation-based questions	End-of-year assessment

## MFL

<b>Aims</b>	To foster a love of language learning and to enable students to start to communicate in a foreign language.					
<b>Extra-Curricular Opportunities</b>	Cinema club, Karaoke Club, trips to the British Film Institute, foreign language days, pen-pal exchanges with French and Spanish schools.					
<b>Curriculum</b>	<b>Introducing themselves,</b> name, age, likes and dislikes.	<b>Spanish (Sp):</b> Free time activities, the weather.  <b>French (Fr):</b> Life at school, subjects, teachers, facilities, break time	<b>Sp:</b> Life at school, subjects, teachers, facilities, break time  <b>Fr:</b> Free time activities, the weather.	<b>Sp:</b> Family and friends, physical description and personality; homes.  <b>Fr:</b> In the city, inviting someone to go out.	<b>Sp:</b> In the city, telling the time, plans for the weekend, food at the café.  <b>Fr:</b> Holidays, café ordering, numbers 40-100, weekend plans	Revision of all modules
<b>Assessment</b>	Speaking	Reading and listening	Writing	Reading and listening	Speaking	Reading, listening, writing



MUSIC						
Aims	Students should develop the skills to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.					
Extra-Curricular Opportunities	Music Technology Club, I&S Big Band, Chamber Choir, I&S Vocal Crew, Battle of the Bands, Winter Concert, Summer Arts Festival, School Production Band.					
Curriculum	Pulse and Rhythm	Voice works	Keyboard Skills	Introduction to Sequencing	Folk Music of the British Isles	Pentatonic Composition
Assessment	<b>Performing (P)</b> - Individual part in a rhythmic canon  <b>Composing (C)</b> - Creating and notating simple rhythmic patterns  <b>Listening (L)</b> - Rhythmic dictation	<b>P</b> - Vocal canon <b>C</b> - Call and response song  <b>L</b> - Identifying features of vocal music and different vocal ranges	<b>P</b> - Keyboard skills' development challenges  <b>C</b> - Melodic phrases and chords  <b>L</b> - Identifying keyboard instruments and performance techniques.	<b>P</b> - Aeolian mode improvisation over sequenced backing track  <b>C</b> - Sequenced arrangement of a chord progression, bassline and percussion tracks.  <b>L</b> - Recognising tuned and un-tuned percussion instruments.	<b>P</b> - Drones and compound-time melodies on keyboards.  <b>C</b> - Dorian mode jig in compound time.  <b>L</b> - Describing tempo, dynamics, texture, tonality and instrumentation	<b>P</b> - Ensemble skills in group work.  <b>C</b> - Musical questions and answers  <b>L</b> - Identifying compositional devices and changes in the elements of music.
PHYSICAL EDUCATION						
Aims	To provide students with a broad range of activities, giving them a basic understanding of their own body.					
Extra-Curricular Opportunities	Multiple sports clubs, including rugby, football, basketball, badminton, athletics and table tennis. Students compete in Inter-House competitions in our major games (rugby, football, cricket) and athletics.					
PE Curriculum	Students will follow a half-termly rotation of the following areas: <ul style="list-style-type: none"><li><b>Fundamental Movement Skills</b>, students will learn and refine a number of basic skills such as balance and throwing/catching.</li><li><b>Badminton</b>, students will acquire a base knowledge of the different skills employed in badminton and begin to explore tactical elements of the game.</li><li><b>Gymnastics</b>, students will have an opportunity to learn, create and perform gymnastic routines.</li><li><b>Table Tennis</b>, students will acquire a base knowledge of the different skills and tactics employed in table tennis.</li></ul>				Students will experience and develop in a full-range of <b>athletic events</b> , both track and field, before having the opportunity to compete at our Track & Field Championships as part of a House competition.	
Games Curriculum	<b>Rugby</b> - Students will develop their rugby knowledge and skills throughout the term		<b>Football</b> - Students will develop their football knowledge and skills throughout the term		<b>Cricket</b> - Students will develop their Cricket knowledge and skills throughout the term	
Assessment	Assessed in the following areas in PE activities: physical competence, lifestyle/mindset.					

## TECHNOLOGY

<b>Aims</b>	<p>To identify the skills and techniques required to design and manufacture products.</p> <p>Students will develop their understanding of how to manipulate a variety of materials in order to engineer a variety of fully functioning products. They will be taught to develop a variety of design techniques, including 2D and 3D drawing, observational sketches, user-centred design analysis, and design annotation</p>					
<b>Extra-Curricular Opportunities</b>	Lunchtime STEM club; observational sketches of Art Deco features of Isleworth and Syon School; possible Design Museum trip					
<b>Curriculum</b>	<p><i>Can we make an LED light up?</i></p> <ul style="list-style-type: none"> <li>How can we set up a soldering station?</li> <li>Can we identify an LED and resistor?</li> <li>What's the difference between stranded wire and single core wire?</li> <li>Can I use an electric hand drill to create a twisted pair of wires?</li> <li>Can I identify a transistor?</li> <li>Can I compare conductors and insulators?</li> <li>What can I use to power my circuit?</li> <li>How do I test my circuit?</li> </ul>	<p><i>How can we make a motor operate without pressing a switch?</i></p> <ul style="list-style-type: none"> <li>What is resistance?</li> <li>How are PCBs made?</li> <li>How can I accurately drill a hole?</li> <li>Can I solder electronic components onto a PCB?</li> <li>Why are diodes used with motors?</li> <li>Can I identify electronic inputs and outputs?</li> <li>What do I know about electronics?</li> </ul>	<p><i>How are plastic products produced?</i></p> <ul style="list-style-type: none"> <li>What does a vacuum former do?</li> <li>What does a gerbil cutter do?</li> <li>What does a laser cutter do?</li> <li>How do I test a circuit for continuity?</li> <li>What glues are available for permanently attaching materials together?</li> <li>Can I identify how to improve my project?</li> </ul>	<p><i>How can Art Deco inspire us?</i></p> <ul style="list-style-type: none"> <li>Where do polymers come from?</li> <li>Where do timbers come from?</li> <li>Can I produce a high quality presentation drawing?</li> <li>What is Art Deco?</li> <li>Can I produce a range of Art Deco inspired ideas?</li> <li>How can Isleworth and Syon inspire my ideas?</li> </ul>	<p><i>Can we use computer aided design to help make a high quality product?</i></p> <ul style="list-style-type: none"> <li>Can I create a card model of my design?</li> <li>How can I improve my model?</li> <li>Will my design be the right size?</li> <li>Can I draw my design using CAD?</li> <li>Can I separate my design into separate layers?</li> <li>Can I ensure that my product is rigid?</li> </ul>	<p><i>Can computers control machinery?</i></p> <ul style="list-style-type: none"> <li>Can I finalise my CAD drawing?</li> <li>How can I decorate plywood?</li> <li>How can I assemble my design?</li> <li>Does my clock accurately tell the time?</li> <li>What is an orthographic drawing?</li> <li>Can I produce an orthographic drawing?</li> </ul>
<b>Assessment</b>	Electronic touch sensor fan project - Technical Knowledge and Making.			Art Deco clock project - Designing, Evaluating, Making Skills and Technical Knowledge.		

# Year 7 Curriculum Assessment Areas

SUBJECT	AREA 1	AREA 2	AREA 3	AREA 4
English	Reading	Writing	SPAG	Speaking and Listening
Mathematics	Numeracy	Algebra	Shape and Measure	Data Handling
Science	Practical skills	Data analysis	Scientific knowledge	Application of knowledge
Art	Drawing skills	Media experimentation	Artist research	Presentation skills
Computing	Computer Science	IT	Digital literacy	
Drama	Rehearsal	Performance	Drama knowledge & understanding	
French	Speaking	Listening	Reading	Writing
Geography	Knowledge	Explanation	Case study application	Geographical skills
History	Knowledge	Explanation	Use of sources	
Music	Listening	Performing	Composing	
PE	Physical competence	Lifestyle and Mind-set		
Spanish	Speaking	Listening	Reading	Writing
Technology	Designing	Making	Evaluating	Technical knowledge

## How Can Parents/Carers Support Their Son/Ward During Year 7?

We ask parent/carers to support the school in developing good routines for their son/ward from the beginning. These are key aspects where good support will bring high levels of success:

- An initial focus on organisational skills in order to get students 'KS3-ready'.
- Good punctuality is essential; we use the mantra of 'no minutes lost' to encourage students to get to school on time and move between lessons quickly and efficiently.
- Being organised is extremely important. We ask parents/carers to check Insight regularly, to support students meeting deadlines, with PPA, as well as ensuring they are ready for their next lessons.
- It is the student's responsibility to come to school fully equipped; we ask parent/carers to monitor/spot check student bags regularly to ensure that they are ready for learning the next day. This should include checking basic equipment and PE/Games kit if required for that day, and that he has packed his lunch or there is sufficient money on his account if eating in the school canteen.
- The school will mostly communicate with electronically via email. We ask that parent/carers check their accounts regularly and respond in a timely fashion if the school requests feedback; for example, to confirm attendance at a Parents' Evening.
- In December, parent/carers will be invited to attend an induction assembly to celebrate Year 7s achieving Inductee status as the second stage on his journey through the Isleworth & Syon way.

## The Importance of Reading

Reading is important because it underpins and supports progress across all areas of the curriculum. Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who do not, but they also develop a broader and more sophisticated vocabulary, have increased general knowledge, and gain a better understanding of other cultures. In fact, reading for pleasure is more likely to determine whether a child does well at school than their social or economic background.

As an Isleworth & Syon student, your son/ward is expected to read for a minimum of 20 minutes every evening and to have a reading book in his bag every day at school. We aim to foster a love of reading in our students and celebrate reading in school through our dedicated Year 7 library lessons, our use of the online Accelerated Reader programme and through author visits and workshops. The Isleworth & Syon Reading Ambassadors scheme offers avid readers the opportunity to act as leaders and role models both within school and in the wider community.

Teachers of English track reading using the Accelerated Reading programme. Students are also expected to read across a range of genres, especially fiction as this has been proven to raise academic achievement.

## Reporting Attitude to Learning

For each report, along with achievement data, students will be graded for two aspects of each student's Attitude to Learning: Engagement and Independent Learning. Below are the criteria used by teachers for these grades; they are always printed on each report for parents/carers and students to refer to.

### Attitude to Learning: Engagement

1	Outstanding participation, always displaying a desire to learn, enthusiastic in all activities and displaying curiosity and leadership.
2	Good participation, attentive and often enthusiastic and can display curiosity and leadership.
3	Generally passive participation, often needs prompting to contribute and complete the activities.
4	Poor participation, a highly passive learner who often needs reminders to engage in the activities.

### Attitude to Learning: Independent Learning

1	Outstanding in relation to PPA, independent learning and personal organisation.
2	Good in relation to PPA, independent learning and personal organisation.
3	Requires improvement in relation to PPA, independent learning and personal organisation.
4	Serious concern in relation to PPA, independent learning and personal organisation.



## **Isleworth & Syon School**

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