



Highgate Wood
School Everyone matters
Everyone achieves



PROSPECTUS 2025



To inspire our students to be confident and open-minded through exceptional teaching in a caring school community.

Headteacher: Patrick Cozier

Deputy Headteachers: Jen Burniston
Anna Hamilton
Dean Mansfield

Transition Lead: Daniel Cain-Reed

Co-Chairs of Governors: Laurence Penn
Diana Sternfeld

Highgate Wood School

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Admissions to Highgate Wood School are administered by the Local Authority.

For an application form please contact:

School Admissions Team

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Website: <http://tinyurl.com/hwsadmission>

eAdmissions: www.eadmissions.org.uk

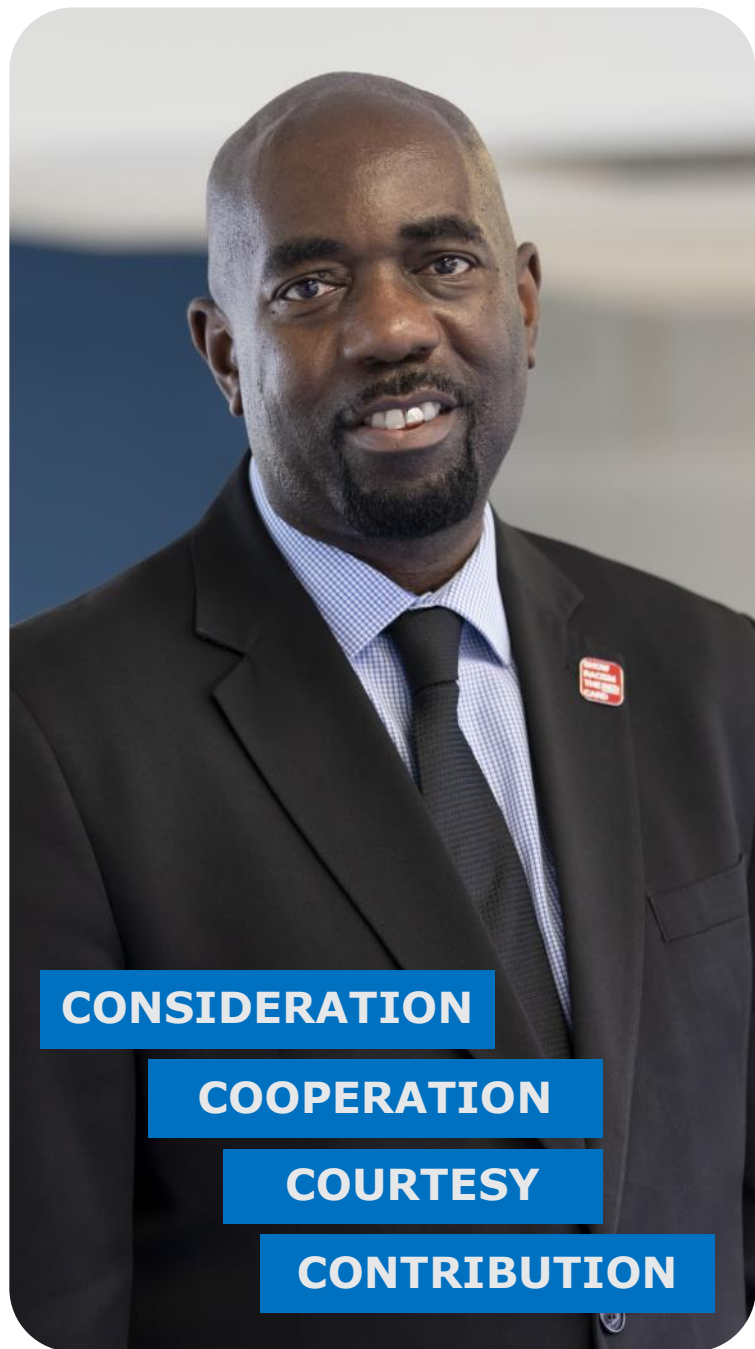
Secondary admissions

Application deadline: 31st October 2024

Offer day/online outcomes: 1st March 2025

Acceptance deadline: 17th March 2025

Appeal deadline: 31st March 2025



Welcome to Highgate Wood School,

I am proud to be the Headteacher of Highgate Wood School and have the privilege of leading this wonderful community. We are a very successful, mixed comprehensive school, with over 1500 students who come from a variety of backgrounds and have a wide range of talents, aptitudes and enthusiasms. These incredible students are guided by my excellent staff who are well supported by our parents/carers and by a very committed team of governors.

Highgate Wood School has high standards and high expectations for all, and we encourage our students to continuously develop and improve on their personal best. Our students' excellent academic progress and examination success is ensured through top quality teaching, first rate facilities and challenging targets. Their emotional well-being is supported by our pastoral systems and by the positive relationships that are at the root of our working practice.

We want all our students to become successful, confident and caring adults, able to play an active part in a society where adaptability, enterprise, perseverance and consideration for others have become increasingly important. We are absolutely committed to inclusion and supporting every single one of our students to aim for excellence and achieve their fullest potential - academically, creatively, socially and personally.

Our motto is **Everyone Matters, Everyone Achieves** and this is demonstrated in the way we value every student as an individual, and by the numerous opportunities through which their potential is identified and nurtured. Traditional values of **courtesy, consideration, contribution** and **cooperation** (the 4Cs) underpin the school's ethos and are at the core of our expectations of the "Highgate Wood Way". This is at the heart of everything we do.

We aim to be the local school of choice – a school that serves its local community and has something to offer every local child who wishes to attend. The fact that every year we are consistently and increasingly over-subscribed suggests we are achieving this. We very much look forward to welcoming our new students and providing them with every opportunity to gain academic success and personal fulfilment as well as to develop their talents and social skills in a friendly, supportive environment.

I am sure they will enjoy the Highgate Wood experience!

Patrick Cozier
Headteacher



Starting Secondary School

Starting secondary school or changing schools is a big step for anyone to take, and at Highgate Wood School we do all we can to make the process easy and enjoyable. We pride ourselves on the strong links we have established with our feeder primary schools and on the effectiveness of our transition process.

Daniel Cain-Reed, who has considerable experience in pastoral care and special educational needs, is our Assistant Headteacher & SENDCo with specific responsibility for primary school transition. He leads a very carefully planned programme of induction that supports new students along every step of the way.

Key Stage 2 to 3 transition

The programme begins in June when Mr Cain-Reed and the Head of Year 7 start to visit primary schools to meet with Year 6 teachers and students. This helps new students get to know us, and us to find out more about them. We try to understand your child's strengths, needs and supportive provisions in place for them at primary school.

In July we have a Transition Day, when students spend a day at the school. Students get to meet the rest of their tutor group and many of their teachers, as well as their tutor and Head of Year. Parents and carers are then invited back to school that evening to meet Mr Cozier and Mr Cain-Reed who will outline the transition journey and share key information. Students with an EHCP or significant needs are invited to an additional smaller taster day, where they meet key staff in the Learning Support Department and have an additional opportunity to get familiar with the school buildings and key staff. EHCP students are allocated a Key Link and will meet with the SENDCo after the additional taster day.

On their first day of term in September Year 7, students come in earlier than the rest of the school to help them settle in and get more used to the school environment. Mr Cain-Reed is supported by an enthusiastic team of tutors, as well as the Key Stage 3 Heads of Year, particularly the Head of Year 7. They help new students settle into their new life at the school. Tutors see their groups every day so we swiftly get to know the

children's academic and social strengths, as well as any particular challenges they may face.

We build relationships with new families from the start, helping to make the children's transition from primary to secondary education a successful and happy one.



Year 7s team building and problem solving during their PSA funded enrichment day in 2024

School Aims

At Highgate Wood School, the education of every young person is held to be of equal value. The school motto is Everyone Matters, Everyone Achieves and this is reflected in our school aims.

At the end of seven years at Highgate Wood School, we want our young people to:

- ◆ have high expectations of themselves and of others
- ◆ thrive on their passion for learning
- ◆ demonstrate the highest standards in whatever they set their mind to
- ◆ show respect and tolerance towards everyone, including those of different faiths and beliefs
- ◆ take their place in society with a set of principles underpinned by the importance of contribution, courtesy, cooperation and consideration
- ◆ show and display an appreciation of justice, morality and the rule of law
- ◆ choose a healthy lifestyle underpinned by good eating habits and regular exercise
- ◆ have the skills, abilities and qualifications necessary to achieve economic well-being
- ◆ be positive and confident in their approach

...be a living, breathing example of the Highgate Wood School ethos and the Highgate Wood Way.

School Profile

Highgate Wood School is a successful 11-18 mixed comprehensive school providing secondary education to more than 1,500 students.

Our last Ofsted inspections have highlighted our “positive and inclusive learning ethos” where children “enjoy a good quality of education because of the good teaching they receive” and “make good or better progress in their subjects” as a result.

The latest report highlighted how our students are “committed learners who want to achieve” with lessons that have a “focussed and purposeful atmosphere.” Ofsted saw how our students “enjoy school, behave well and work hard in lessons” and that we have “a strong sense of community among pupils and staff.” They drew particular attention about our passion to build a school “with a culture of inclusion at its heart.”

Highgate Wood School is proud to serve a diverse, multicultural community. Just under half our students are drawn from a wide variety of minority ethnic groups, including Black-Caribbean, Greek and Turkish Cypriot, as well as from the Turkish, Kurdish, Black-African, Indian, Bangladeshi, Pakistani, Chinese and Somali communities. Over fifty different languages are spoken within our school community.

Historically, we have had more boys than girls (with an all-girls school being so close by), but this has changed in recent years as our girls’ achievements have encouraged more parents to send their daughters here.



THE HIGHGATE WOOD WAY



CONSIDERATION | COURTESY | COOPERATION | CONTRIBUTION

The 4Cs and 'The Highgate Wood Way'

We expect all students to follow 'The Highgate Wood Way' and follow the 4C Rules

CONSIDERATION

We respect and care about others - we are kind.
We respect our school and environment.

COURTESY

We are polite and respectful to all members of the HWS family; we say please and thank you.
We listen to others when they are speaking and listen before we give our own opinion.

COOPERATION

We follow instructions the first time - ALWAYS.
We arrive at school and to lessons on time.

CONTRIBUTION

We are equipped and prepared for learning.
We work hard in lessons, participate positively and always do our best.
We go above and beyond to contribute to our HWS family.

Year 7

The demands of secondary school learning can seem quite different from life in primary school. Fourteen different subjects all taught by different teachers can take some getting used to. We are aware of how big this change can be, and thus have a phased introduction of homework, a schedule of extended lunches and a period of grace from sanctions at the beginning of the year.

Our key focus at Year 7 is to ensure those basic skills of reading, writing and arithmetic are solidly in place. We have Dedicated Reading Time for students in all years, but in Year 7 the support offered by schemes like Accelerated Reader and Reading Mentors are particularly valuable to build reading and writing, whilst a range of different programmes and initiatives assists everyone to improve their understanding and application of numeracy and mathematics.

Students in Year 7 extend their knowledge from primary school in subjects like Computer Science, where programming is taught from the outset, and in Drama, Design Technology, PE, Art, Science, Music and Modern Languages where our specialist staff, equipment and resources enable students to build significantly on their prior learning and experiences from primary school.

Year 7 students benefit from a carefully structured programme of Life Skills lessons, enrichment days and tutor-time activities. These help students develop as independent learners and critical thinkers whilst exploring issues around personal safety, healthy relationships and general well-being. It is through the Life Skills programme that young students explore concerns and issues around current events and are supported to become good citizens and successful individuals in a world that is constantly changing and presenting ever more complex demands.

The Year 7 timetable has 50 one-hour periods on a fortnightly cycle.

Subject	Number of periods
English	7
Mathematics	7
Science	6
Art	2
Computer Science	2
Design Technology	4
Drama	2
Geography	3
History	3
French/Spanish ¹	4
Music	2
Physical Education ²	4
Religion, Ethics & Philosophy ³	2
Life Skills	2

- ¹ Students in Year 7 learn either French or Spanish
- ² PE at Key Stage 3 is currently taught in single sex groups.
- ³ REP is also known as RE.

Parents are advised of their right to withdraw their child from REP and Sex Education. Students will be supervised but no alternative curriculum is available.

“Leaders have high expectations for all... and ensure pupils of all ages can study a broad range of subjects. Teachers plan lessons which help pupils to make connections between the different parts of their learning. Pupils build their understanding of key ideas over time.”

Ofsted 2021





"Teachers are really kind and helpful. If you have a problem or need something, there is always someone to help you."

Hana Year 7

The Curriculum in Years 7, 8 and 9

Our aim is to provide a broad and balanced curriculum that is both challenging and exciting. Throughout Key Stage 3, we build on each student's earlier school experiences to extend the breadth and depth of their knowledge, develop their understanding and improve their skills in all areas of the curriculum.

Each year within Key Stage 3 has a different emphasis:

- ◆ In Year 7 the focus is on ensuring those basic building blocks of literacy and numeracy are firmly established while also developing mastery in working collaboratively and individually
- ◆ In Year 8 students extend their range of skill and knowledge, beginning to connect their learning with the world beyond the classroom
- ◆ In Year 9 the focus is on completing Key Stage 3 and being prepared for the demands of GCSEs. We work hard to ensure informed decisions are made on the choices available and parents are encouraged to play an active role in the process.

In all lessons, at all levels, students are encouraged to develop skills for learning and being able to reflect and assess their own progress. They will always be expected to explore avenues for further improvement.

Throughout Key Stage 3, students are taught in groups designed to provide the best level of challenge and support so that everyone is able to progress and achieve. We set by prior attainment in Maths at the beginning of Year 7, and slightly later in Science. In subjects like English, Design and Technology, Art, Music, Drama and PE we group differently to help maximise skills and experiences. Students with particular learning or language needs are helped within their lessons by Learning Support Assistants and sometimes with individual or group learning by specialist staff outside the classroom.

Throughout Key Stage 3, students study English, Maths, Science, Art, Computer Science, Design Technology, Drama, Geography, History, Modern Foreign Languages (French or Spanish), Music, Physical Education, Life Skills (including Citizenship), and Religion, Ethics and Philosophy.



The Curriculum in Years 10 and 11

Our provision at Key Stage 4 has developed over recent years to keep up with the evolving demands of the workplace and of Higher Education.

All students in Years 10 and 11 study a core curriculum that includes English, Mathematics and Science, but they also have a wide range of opportunities within and beyond the timetable to develop an understanding of a much wider range of subjects and acquire an extensive range of knowledge, skills and experiences.

We encourage all students to continue their study of a foreign language, and to gain accreditation in their first language (where applicable). In recent years, students have successfully been awarded GCSEs in Greek, Turkish, Bengali, Russian, Portuguese and Dutch.

The school offers opportunities for the EBacc pathway, which includes a modern or community language, one of the humanities and the possibility of Computer Science as well as the core provision. We also provide more vocational pathways for those students for whom this is the more appropriate option.

All Key Stage 4 students participate in Work Related Learning projects, including enterprise and enrichment days.

Optional Subjects

Students are able to choose three additional courses to complement their core subjects.

The courses Highgate Wood School currently offers to students at Key Stage 4 include:

- Art & Design
- Child Development
- Computer Science
- Dance
- Drama
- Food Preparation & Nutrition
- French
- Geography
- History
- IT
- Media Studies
- Music
- Physical Education
- Product Design
- Sociology
- Spanish

Academic Success

In recent years Highgate Wood School has consistently returned excellent examination results, with the vast majority of our students meeting or exceeding their target grades.

Progress 8*, which is now the “standard” by which schools are measured, demonstrates how students at Highgate Wood School have consistently made significantly better progress than the national average. We are proud that our exam results continue to demonstrate this very positive performance.

** Progress and Achievement 8 looks at a wider range of results than the previous 5 A* - C measure and was introduced to promote the more broader and rounded curriculum that we have always delivered at Highgate Wood School.*



Reading Buddies pairs a sixth form student with a year 7 or 8 student. It forms part of an enrichment programme that promotes both a reading and a mentoring culture.



Our Sixth Form Provision

Highgate Wood School has over 250 students in the sixth form, made up of students who have joined us from other schools as well as those who completed their GCSE courses here. We offer a wide range of subjects and courses.

These currently include:

- Art and Design
- Biology
- Chemistry
- Criminology
- Computer Science
- Drama
- Economics
- English Lang/Lit
- English Literature
- French
- Further Mathematics
- Geography
- History
- Mathematics
- Media Studies
- Music
- Music Technology
- Philosophy
- Photography
- Politics
- Physics
- Psychology
- Sport
- Sociology
- Spanish

Our results at Post 16 are excellent and have been for many years, consistently placing the school in the top range of schools nationally in terms of “value-added” performance.

In 2024 our sixth form students maintained the school’s outstanding results with over a quarter achieving the top A*/A grades and more than 50% reaching the top A* and B grades. This places our sixth form amongst the top 25% in the country in terms of student progress, but perhaps more importantly places our students on the courses they wanted to take in the universities they wanted to go to. University destinations are as varied as the individuals who choose them. Highgate Wood School alumni are now studying courses at Oxford, Cambridge, Birmingham, Liverpool, London, Sheffield, Sussex, Bristol, Bath and Leeds, amongst many others, and studying everything from Medicine to Metallurgy, English to Engineering, Astronomy to Arts Foundation. We are confident they will do extremely well.

Highgate Wood School Sixth Form also equips students with the social, emotional and practical skills that are so important for lasting success and happiness in whatever they go on to do in the future.

“Pupils in the school are well prepared for their next steps in education. They make informed choices at key transition points. Leaders are proud of the destinations of pupils leaving the sixth form. The increasing numbers of pupils choosing to study in the sixth form is a sign of its success”

Ofsted 2021

"Highgate Wood School is a safe place where you can be yourself"
Ethan Year 8

At Highgate Wood School academic success is complimented by a wide range of enrichment activities and opportunities.

Outdoor challenges provide the experiences through which our students develop tenacity, perseverance and strength of character.

Year 7 Team Building Day 2024

Homework



Homework helps improve skills, consolidate classroom learning and enhance knowledge and understanding. It also gives parents and carers the chance to be involved in their child's education.

Throughout Key Stage 3, students are set regular homework in all subjects. It may consist of research or investigation, practical activities, creative or extended writing, review and revision or the use of particular resources (e.g. Tassomai).

Homework tasks are always posted on the Satchel One website. This allows parents, carers and students to keep a careful eye on what homework is set and when it is due.

Help and support for students to access or complete their homework is available from the Learning Resource Centre and the Learning Support Homework club, as well as directly from the classroom teacher.

Independent Study



We encourage all our students to develop their independent learning skills and take responsibility for many areas of their own development.

Our Learning Resource Centre is open every day after school to allow students to study and access the computer network. A homework club is also run by the Learning Support Department after school to help students complete the work they have been set.

All our students have access to a wide range of useful online resources to support their independent learning and help them develop their understanding and skill. These include the award-winning resources from London Grid for Learning, free access to Microsoft Office 365 (which includes the students' safe school email account), a subscription to the revision site SAM Learning as well as logins to Satchel One, Google Workspace and many other online resources.

Satchel One



Students at Highgate Wood School are rewarded for efforts beyond the classroom, as well as their focus and hard work within it, through a system of merits. Merits are recorded online on Satchel One.

Every student has their own Satchel One account so they can check how many merits they have been awarded, by whom and for what. Parents and carers also have their own access to Satchel One so they too can see how well things are going. It is on Satchel One that you also see if you have received any demerits.

On Satchel One, our students are also able to see the homework tasks that have been set and when they are due. Through Satchel One they also receive other notices from school staff about the clubs, visits, events and opportunities that may be of interest that are happening at Highgate Wood School.

Adventures and Awards

Students at Highgate Wood School benefit from many different opportunities to build their self-reliance, resilience and self-confidence.

These begin with their Team Building day in the first few weeks at Highgate Wood School and then other opportunities as they progress through the school, including the possibility of a trip to Pendarren House Activity Centre in Wales.

By the time students enter Year 10, they should have all the skills required to engage on the Duke of Edinburgh Award scheme. The DoE Bronze Award is very popular with students and we have seen the number of participants grow dramatically over the past few years.

Once in the Sixth Form, students are able to build on their prior experiences and undertake the Silver and then the Gold Duke of Edinburgh Awards, which are hugely valued not just in terms of the individual's personal development but also in terms of their university application.



Pendarren Activity Centre



SEND Provision

We take pride in our SEND provision and treat each student as an individual whilst endeavouring to celebrate neurodiversity. Our SEND students' recent GCSE outcomes show that they achieve not only in line with their peers in the school, but well above local and national averages for SEND students' progress.

We have an extensive team comprised of the Assistant Headteacher & SENDCo, Deputy SENDCo, SEND Administrator, Lunchtime Club Assistant, 3 Advanced Learning Support Advisors and 10 Learning Support Advisors. Our team collaborate with the leadership team, teaching staff, parents and carers and of course, our

students, to support their learning and wellbeing from Year 7 to Year 13.

We collaborate with parents and carers by hosting two SEND Parent/Carer forums annually to showcase areas that the school is developing via workshops, updates on national and local initiatives with regard to SEND and provide space to answer any questions.

We believe that it is important that our SEND strategy is at the heart of our school development priorities and we ensure that staff at all levels in the school work collaboratively to support our SEND students' outcomes through impactful universal provision.

Identifying Needs



For students with needs not identified at primary school, and for those students whose needs change, we use:

- Our internal assessment schedule
- Teacher feedback
- Learning Support staff interactions with students around the school
- Observations of unstructured time
- Relationships and behaviour data

When using our internal assessment tools to explore needs, we may refer to external professionals, with the parents/carers agreement, if further identification is needed. We co-create a student profile in the first instance and monitor the impact of these strategies in lessons and around school in order to contribute to our information gathering. We endeavour to balance the benefits of lesson withdrawal with the impact of lost learning time, with each package of support being bespoke.

Literacy and Numeracy



Key Stage 2 data and primary school teacher feedback is used to identify students who may need additional literacy and numeracy support. In addition to our tutor time reading programme, Year 7s have timetabled time in our Learning Resource Centre, providing them with access to a large range of books, graphic novels and comics.

Examples of specific intervention programmes accessed by some students are:

- LEAP – entry level phonics programme
- Hackney Literacy Intervention
- ReadTheory tutor time intervention
- Lexonik Advance
- Inference programmes
- 1:1 Post 16 Reading Buddies
- 1:1 Daily Reading with LSA
- Accelerated Reading Programme
- Additional small group numeracy teaching
- After school numeracy boosters

Social, Emotional and Mental Health



We recognise that transitioning into a large new environment can be challenging for some students. Our extensive pastoral teams work closely with students and families to identify individual needs and work collaboratively to support students' positive wellbeing in school. We share information gathered from our transition events with all Year 7 teachers to establish positive relationships. Examples of some of the SEMH provisions which students access are:

- Break and lunch clubs (open to all students)
- Maya Angelou Centre Respite
- Social Communication groups
- Daisy Chain intervention
- Football Beyond Borders
- Mentoring and Counselling
- Small group primary transition groups
- Post 16 transition support
- Peer mentoring
- Executive functioning skills support

OUR PARTNERSHIP WITH PARENTS AND CARERS

Working Together with Parents

We value our partnership with parents/carers and are grateful for the significant contribution they make in supporting their children's progress and our school community as a whole.

We have a number of ways in which this partnership is supported. These include

- Parents/Carers' Evenings – an opportunity to meet with subject teachers – one meeting for each year group per academic year. We have continued to adopt the virtual meeting model.
- Learning Review Meetings – a chance to discuss early progress in the autumn term with your child's form tutor
- Parent Information Evenings - opportunities for parents/carers to receive information, advice and guidance relevant to their child's year and activities—e.g. Options, GCSE and A-level exams, UCAS and Key Stage Transitions.

We encourage parents to take a regular and active role in reviewing their child's learning by using the student's School Planner to feedback comments to tutors and teachers. We also encourage all parents to use their accounts on Satchel One to see all the merits that their child has received, as well as to be alerted to the homework that has been set and any negative behaviour incidents that have been recorded.

Parents and Staff Association



All parents belong to the Parents and Staff Association (PSA) which organises social events and fundraising activities that raise money for extra curricular projects.

In recent years, PSA support has enabled the school to move forward with a whole range of initiatives that would have been impossible without their help. These include a Spectrometer for science, trampolines for PE, a printing press for Art, a canopy to provide shelter near the dining hall, outdoor table tennis tables, furniture for the playground, water fountains around the school, and the large mural of Marcus Rashford that adorns the wall of the Admin Building. They also help fund many of the school's clubs, trips and extracurricular activities as well as providing a "hardship" fund for students in need.

The PSA group is heavily involved in some of the school's most important events, including the annual music, art and drama festival, MADFest, the Winter Concert and the school production. They also provide a means of communication between parents/carers and the school, including a PSA Facebook page.

The PSA hold regular open meetings where parents/carers can hear about different school initiatives, the work of specific curriculum areas and other items of interest, often delivered by external speakers as well as school staff.



Communication with Parents

It is important that parents know what is happening in their child's school. At Highgate Wood School we use a wide variety of means to help ensure parents are informed and up-to-date with school news and events.

We produce a half-termly newsletter, Insight, available online through the school website. The Headteacher also sends out regular communications to parents.

Increasingly, the school is making use of digital tools to improve our communications and contact with families. These include the school website at www.hws.uk.com, and the school twitter feed @highgatewood.

We also help parents keep up-to-date through the use of text messages and email communications.

School Performances

We are proud of our reputation as a centre of excellence in the creative arts. Our strength in music, drama, art, design technology and new media is reflected in the high quality productions, exhibitions and other events that are staged at the school.

This include our celebrated Winter Concerts at the end of the Autumn Term, our drama productions in the spring and the highlight of our summertime: MADFest, a showcase of our students extraordinary talents in Music, Art and Drama.

"My favourite lesson is Drama. The lessons are interactive and engaging and the games have been a great way to make friends in my class"

Flora Year 7

"I really enjoy playing the drums in my drumming lessons and I was so excited to play the piano in the assembly hall!"

Joel, Year 8

"I really enjoyed performing at the Winter Concert last year!"

Neve, Year 8

An Environment for Learning



In 2010 we underwent a major modernisation programme that transformed the school into the attractive and effective learning environment that we enjoy today. Since then there has been significant investment to enhance our resources and facilities and ensure we maintain an environment fit for learners in the 21st century.

We have equipped DT, Food Tech, Art, Drama and Music spaces, and a computer network contributing to learning and teaching across the school. All classrooms make use of interactive, multimedia technology, including some with the latest LED interactive panels.

We have several dedicated ICT areas to support Computer Science, Media Studies, Art, Music and Design Technology and private study. We also have laptop trolleys providing ICT access for all subjects across the curriculum.

Cashless Catering

Our computer network extends to the Dining Hall where it supports the system of cashless catering which removes the need for students to bring money into school. For students on Free School Meals payment of the allowance is made automatically to the students' account.



Dining Hall

The Dining Hall is a bright and airy space, making it ideal not only for mealtimes but also as a social space shared by staff and students.

Our modernisation programme also included the refurbishment of the Main Hall which is now a functional and attractive performance space that supports the high quality of performance and production that has characterised Highgate Wood School for many years.

Sports Facilities



Our all weather pitch and tennis courts, which form part of the school's substantial open spaces where students socialise as well as engage in activities, are used well beyond the limits of the school day. There are sport and training events for students from early in the morning until long after the end of the school day.

Highgate Wood School is one of the leading schools for sport in Haringey. We are proud of our wide range of extra-curricular opportunities in sport as well as our work within the borough, supporting other primary and secondary schools to promote sports participation and encourage young people in Haringey to adopt a healthy active lifestyle.

Student Well-Being

At Highgate Wood School, we firmly believe that the health and emotional wellbeing of children is vital to their future success and happiness and critical to our own development as a school. There is clear evidence that academic achievement, personal resilience, developing a sense of belonging, self-confidence, and satisfaction are all closely connected to the individual's emotional well-being earlier in life. There is also no doubt that good emotional well-being is essential to any successful and happy school. It is thus a key priority in our provision and planning.

Our pastoral teams provide ongoing, day to day support for all students in their care. Within the curriculum, particular in Life Skills and the connected tutorial programmes, our students are also provided with a wide range of opportunities to improve their mental health and broaden the range of strategies they are able to use for dealing with the strains and stresses of everyday life.

The pastoral team can also refer students in need to a range of support and training from outside professionals and organisations who are able to offer more specialist help and guidance.

Each year group is led by a dedicated Head of Year, supported by a team of form tutors, who work with the students in their tutor group to ensure everyone is thriving, enjoying school and moving forward in their learning.



Dedicated Reading Time and Literacy

Good literacy is vital to academic success. If you are not a capable and confident reader you might struggle to access the curriculum and will have difficulty building and then demonstrating knowledge and understanding more widely.

All students at Highgate Wood School enjoy Dedicated Reading Time each day. In Year 7, 8 and 9 this means being engaged in reading fiction or non-fiction with the rest of their Tutor Group, and the use of Accelerated Reader to ensure there is progression in their developing reading skill.

At Key Stage 4 students participate in a variety of activities, including reading, which are focused on developing the literacy skills needed for examination success, mastering the specialist vocabulary required for their different subjects and widening their vocabulary more generally.

Sixth formers also engage in initiatives connected to literacy; ranging from working with the younger students and supporting them as readers, to university style "reading weeks" and sessions to help them become critical readers, more discerning about the validity of news reportage and being able to identify fake news.



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