

HIGHGATE WOOD SCHOOL



PROSPECTUS 2021

HIGHGATE WOOD SCHOOL



TERM DATES 2021 - 2022 (provisional)

Autumn Term *Start:* Wednesday 1st September 2021 *End:* Friday 17th December 2021
Half term: 25th October - 29th October

Spring Term *Start:* Tuesday 4th January 2022 *End:* Friday 1st April 2022
Half term: 14th February - 18th February

Summer Term *Start:* Tuesday 19th April 2022 *End:* Friday 22nd July 2022
Half term: 30th May - 3rd June

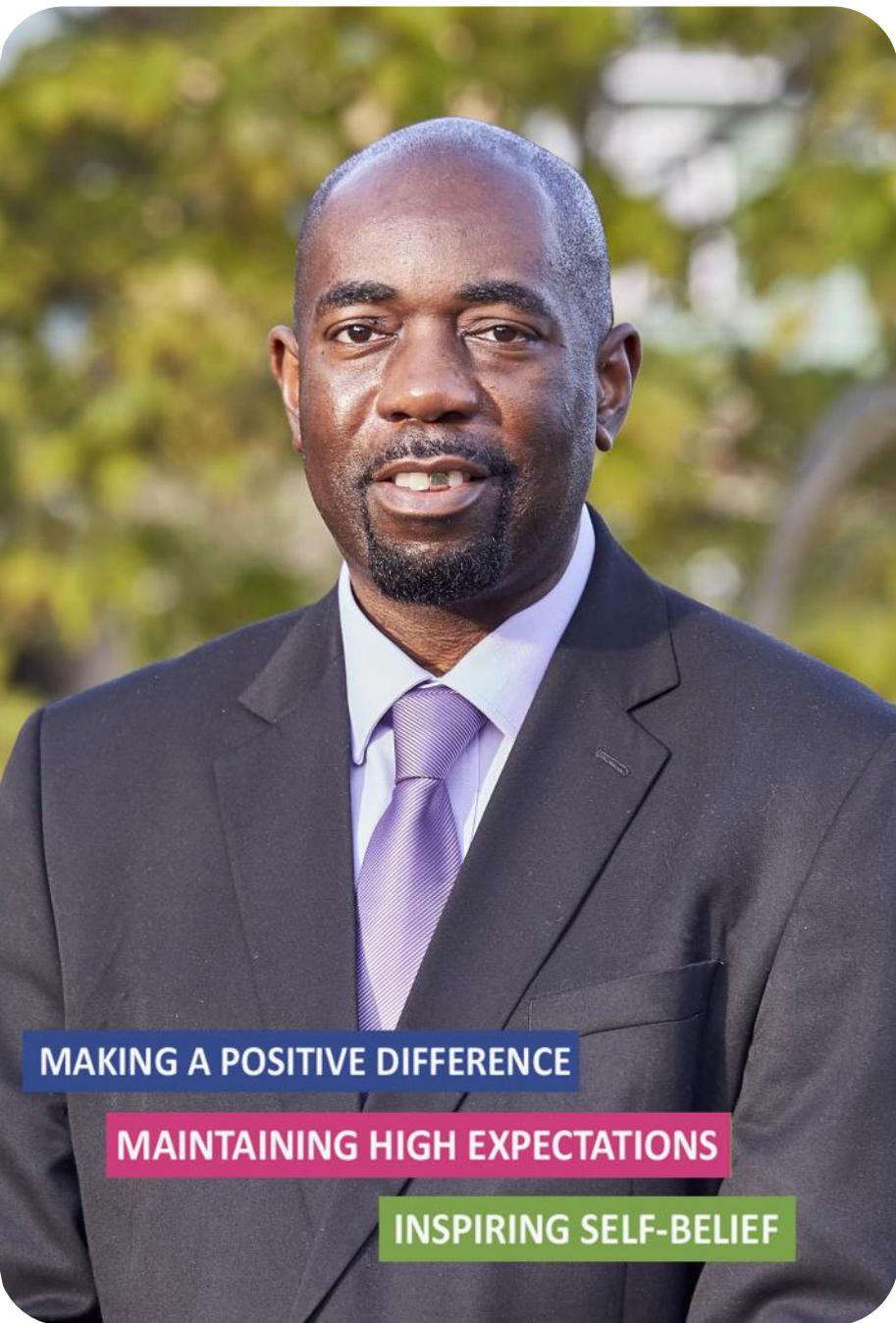
Admissions to Highgate Wood School are administered by the Local Authority. For an application form please contact:
School Admissions Team
4th Floor
Alexandra House
10 Station Road
N22 7TR
Phone: 020 8489 1000

Email: schooladmissions@haringey.gov.uk
Website: <http://tinyurl.com/hwsadmission>
eAdmissions: www.eadmissions.org.uk

Secondary admissions

Application deadline: 31st October 2020
Offer day/online outcomes: 1st March 2021
Acceptance deadline: 15th March 2021
Appeal deadline: 2nd April 2021

Headteacher:	Patrick Cozier	Highgate Wood School Montenotte Road London N8 8RN Tel: 020 8342 7970 Email: admin@hws.haringey.sch.uk Web: www.hws.haringey.sch.uk Twitter: @highgatewood
Deputy Headteachers:	Katerina Christodoulou Dean Mansfield (acting)	
Transition Lead:	Jen Burniston	
Chair of Governors:	Elizabeth Hess	



MAKING A POSITIVE DIFFERENCE

MAINTAINING HIGH EXPECTATIONS

INSPIRING SELF-BELIEF

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 are increasingly important. We expect them to aim for excellence and support them to achieve their fullest potential - academically, creatively, socially and personally. As a school that believes in a Growth Mindset, all of our staff embrace the concept that talents and abilities are not fixed, but can be developed over time with focused practice, hard work and commitment.

Our motto is **Everyone Matters** and this is demonstrated by 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. At the heart of everything we do is our mission statement: **making a positive difference to students' achievements and experiences, maintaining the highest expectations and inspiring self belief.**

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 for places suggests that we are achieving this. Your sons and daughters will be given 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

School Aims

At Highgate Wood School the education of every young person is held to be of equal value. The school motto is that Everyone Matters 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.

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.” They comment that “teaching is good and improving,” with teachers “stretching the most able and targeting pupils’ needs” where “effective feedback across subjects helps pupils to understand how they can improve.” Most recently Ofsted have noted that “pupils make good or better progress in their subjects” and draw particular attention to the way disadvantaged students at Highgate Wood School make progress that exceeds that of other students nationally. They judge us to be outstanding in terms of how safe our students feel at school, praising our “strong culture of safeguarding” and the way we provide our students with opportunities to think about rights, respect and tolerance for others.

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.



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 strength of the links we have established with our feeder primary schools and with the effectiveness of our transition process.

Jen Burniston, who has considerable experience in pastoral care, is Acting Assistant Headteacher with specific responsibility for primary school transition. She leads a very carefully planned programme of induction that supports new students every step of the way.

In the past few months our transition programme has been adapted to meet the demands of the current situation. A great deal has had to be moved from the usual face-to-face encounters, to online meetings, phone calls and webinars. We are delighted that our current Year 7s have still been able to adapt well to secondary school life and are thriving in school. Nevertheless, we do hope that we will be able to return to our more normal programme when we welcome our new 2021 cohort of students.

Key Stage 2 to 3 transition

The programme begins in June when new students and their families come into Highgate Wood School for one-to-one discussions with an established member of staff. This helps new students get to know us, and us to know them.

In July we have a Transition Day, when our new cohort spend a day at the school. Students get to meet the rest of their tutor group, many of their teachers and also members of their House.

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.



Ms Burniston is supported by an enthusiastic team of tutors, as well as the House teams, who help new students settle into their House and to the life of 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, which enables us to guide and support them effectively.

We build relationships with parents and families from the start, and this helps make the children's transition from primary to secondary education a successful and happy one. All Year 7 parents and carers are invited to an evening meeting in the summer term prior to their children starting at school, where they meet members of the Year 7 team, discuss any concerns and raise any questions.

There is another meeting with Year 7 tutors in October. This is a social evening to help parents and carers get to know us more, but it also does provide another opportunity to raise any issues that may have arisen in the first few weeks.

Pastoral Review Day happens in December. This is a more formal day where parents\carers and their children have an individual appointment with their form tutor to review how things are going, and what the first half-term has been like. This allows us to ensure that all Year 7 students have settled in well, are enjoying school and working hard.

Year 7s team building and problem solving during their PSA funded enrichment day in September 2019.



CURRENT SCHOOL ARRANGEMENTS

The challenge of the coronavirus (Covid-19) emergency has brought many changes to school life. We have introduced new systems to encourage regular hand sanitising, maintain good personal hygiene and also wear face coverings in communal areas. Students in different years arrive and leave at slightly different times through one of our three entrances, and our lunchtimes and breaktimes are staggered. Each year-group works as a “bubble” and maintains strict social distancing from other year bubbles. Those in Key Stage 3 have almost all their lessons in yeargroup zones, and the current opportunities for lessons in a specialist classroom, workshop or laboratory are limited.

These changes help ensure that school is as safe as possible whilst the current situation prevails.

House System

Every student benefits from being a member of one of our three Houses: Da Vinci, Seacole or Edison. These provide the core structure for our pastoral support of students.

Each House has a Head and a Deputy-Head, together with a team of tutors, who work with the students in their tutor group to ensure everyone is thriving, enjoying school and moving forward in their learning. Students in all yeargroups meet with their tutor every single day. This provides the opportunity to understand and address issues promptly and effectively.

Tutors are assisted by a team of other staff who provide targeted guidance, intervention and practical support to students who require it.

There is ongoing competition between the three Houses for best attendance, the highest number of merits and also for success in sport and other areas of the curriculum. Competitive opportunities take place through the year as different subjects run challenges, events and Inter-House challenges. The running total of achievements is stored on an electronic system to which all students, and parents\carers have access.

Houses, tutor teams and individuals receive rewards and recognition for their achievements in these different events and, at the end of each term, award prizes based on the accumulated totals of merits received.



Remote Education

As part of our response to national school closure, we introduced Google Classrooms to all of our students. Providing training for this and also the other online facilities available to them, including Sam Learning, Tassomai, Office 365 and e-praise is now a part of our curriculum.

Should an entire year group be required to self-isolate we will move to remote teaching using Google Classrooms, including the Google Meet video conferencing facilities.

Departments are now routinely mirroring the work they do in school within the Google Classroom platform so students are able to keep up with their studies should they need to be at home.

All students have their own Google Suite Enterprise for Education Account and their own Show My Homework Account, to which parents and carers also have access.

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. For Year 7 there is also support available by schemes like Accelerated Reader and Reading Mentors which are particularly valuable to build reading and writing, whilst a range of different programmes, including Making the Most of Maths, assists everyone to improve their understanding and application of 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 PSHEE 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 PHSEE 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
PSHEE	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 was formally titled ECS, 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.

"The teachers here are lovely and supportive and they make you feel right at home."

Loren 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 understandings 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 Advisors and occasionally with individual or group learning by specialist staff outside the classroom.

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

“Teachers plan lessons well, stretching the most able and targeting pupils’ needs. Skilful questioning and well-chosen activities mean that most pupils make good or better progress in their subjects and across year groups.”

Ofsted

“You’ll soon find HWS is not as big as you first think it is.”

Kitty Year 7

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
- Business Studies
- Computer Science
- Dance
- Drama
- Food Preparation & Nutrition
- French
- Geography
- History
- Media Studies
- Music
- Music Technology
- Physical Education
- Product Design
- Sociology
- Spanish
- Textiles

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. Our 2019 and 2020 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.



“It’s a great place to learn, make friends and build your future.”
Sophia Year 7

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 Language
- English Literature
- French
- Further Mathematics
- Geography
- History
- Mathematics
- Media Studies
- Music
- Music Technology
- Philosophy
- Photography
- Politics
- Physics
- Psychology
- Sport
- Sociology
- Spanish
- Textiles



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

In 2019 our sixth form students maintained the school’s outstanding results with 100% of examinations taken achieving pass grades, and well over half reaching the top A* and B grades. This places our sixth form amongst the top of providers 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 have chosen them. Highgate Wood School alumni are now studying courses at Cambridge, Oxford, 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.

We can show Highgate Wood School Sixth Form prepares students well academically, but we also believe it equips them socially, emotionally and practically to be successful in whatever they go on to do in the future.

“I love the way you can go to sixth formers for advice and help”

Alex Year 8





The Four Cs

We wish to encourage all our students to adopt the ethos of the 4Cs before, during and after school.

Courtesy: We expect an automatic sense of courtesy underpinned by the use of “please,” “thank you” and “sorry”.

Consideration: We expect our students to always be considerate of each other and their surroundings —walking quietly and sensibly, using the bins provided for litter and holding doors open for each other.

Contribution: We want our students to ensure that they are always making a positive contribution to the school community, taking part in as many activities as they can and taking collective responsibility for making Highgate Wood School a better place.

Cooperation: We expect all our students to cooperate with members of staff and each other. Even when students are unhappy with a decision, we still expect members of the Highgate Wood School community to cooperate first and then find a way to deal with the situation.



“You will discover things that you can do that you never dreamt you could do before.”

Zachary Year 9

At Highgate Wood School academic success is complimented by a wide range of sports, enrichment activities and opportunities for personal growth and development.

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

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.

Through 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 (eg SAM Learning).

Students keep a note of their homework tasks in their Student Planner, but they are also posted on the Show My Homework website. This allows parents, carers and students to keep a careful eye on what homework is required.

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.

Using Google Classrooms students are able to review the learning from their lessons as well as be prepared in the event of the need for self-isolation.

As well as Google Classrooms, Google Meet and Google Drive, our students have access to a wide range of other useful on-line 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, and the Tassomai and Kerboodle sites as well as logins to e-praise, Show My Homework and the school's own on-line resources.

E-Praise



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 on-line in e-praise.

Every student has their own e-praise 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 e-praise so they too can see how well things are going.

Merits can be accumulated and spent on a range of tangible rewards. They can also be donated to charities. There is an ongoing competition between the Houses on which has acquired the highest number of merits. A weekly update of these scores appears on our plasma screens and on twitter.

E-praise also logs any negative behaviour incidents that have been recorded

International School Award

Students at Highgate Wood School benefit enormously from opportunities to become true global citizens. Through the curriculum that they follow, and the development of partnerships with schools across the world, we recognise our students' enhanced enthusiasm for learning and their openness to new ideas. Our students have a greater awareness of themselves, as well as a greater respect and appreciation of others. This is clearly demonstrated by the ways in which they apply critical thinking to local and global issues. Working on projects with peers from many different countries has enabled our students to become even more confident and articulate.

We are involved in a number of prestigious projects with many international partners. We are currently working with schools in several European countries as well as schools in Africa, Asia, and the United States. Our excellent record of effective and sustainable international work has been recognised by the British Council.



“Strong global links with far away communities offer students valuable opportunities to share experiences and learn from others.”

Ofsted



Model United Nations

A key element of our commitment to Global Citizenship is the Model United Nations programme. At Model UN, students take on the role of ambassadors for a particular country and then debate in one or two day conferences around an agreed topic. Their goal is to resolve global problems using the structures and formal debating procedures of the UN.

Highgate Wood School has built up an enviable reputation within Model UN since we were first involved with the project in 2005 and our students regular winning the 'Best Delegation' and other awards whenever we participate.

In Autumn 2019 we ran a Model UN event to coincide with Chai Day and mark the International Day for the Elimination of Violence Against Women. In March 2020 we hosted our main Model UN Conference with the theme of the Climate Emergency. We welcomed participants from over a dozen schools and from Greenpeace as well as our own outstanding student delegates and student organisers. Formal participation in Model UN now includes students from Years 9, 10, 11 and sixth form.



For students in Years 7 and 8 we have a well established DebateMate club, often supported by our Model UN veterans.

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

- Parent/carer's Evenings – an opportunity to meet with subject teachers – one meeting for each year group per academic year
- Parent Information Evenings - through the year we will hold information evenings for different groups of parents as their children progress through the school. These include Meet the Tutor evening for Year 7, Options Evening for Year 9, Welcome to Key Stage 4 for Year 10, Preparing for Examinations for Year 11 and Ready for University Application for Year 13.

Currently these meetings are being held virtually, with the recordings made available on our website. 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.

"The school engages parents and carers well in their children's education"

Ofsted

Parents and Staff Association

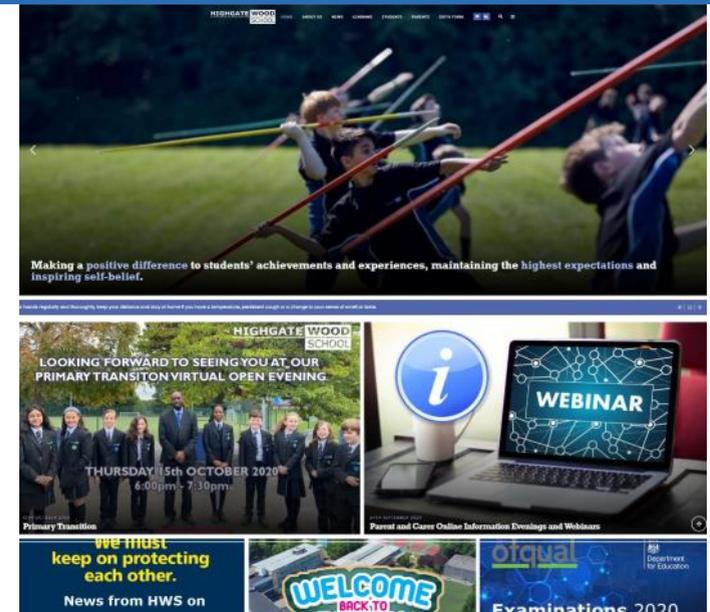


All parents and teachers automatically belong to the Parents and Staff Association (PSA) which organises social events and fundraising activities that raise money for extra curricular projects.

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 and furniture for the playground and water fountains around the school so students can easily refill their water bottles. 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. Highgate Wood School PSA also provides 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 regular magazine, Insight, available on-line through the school website. There are also other publications to provide information for a particular event or purpose.

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 by the use of text messages and email communications.

GROWTH MINDSET

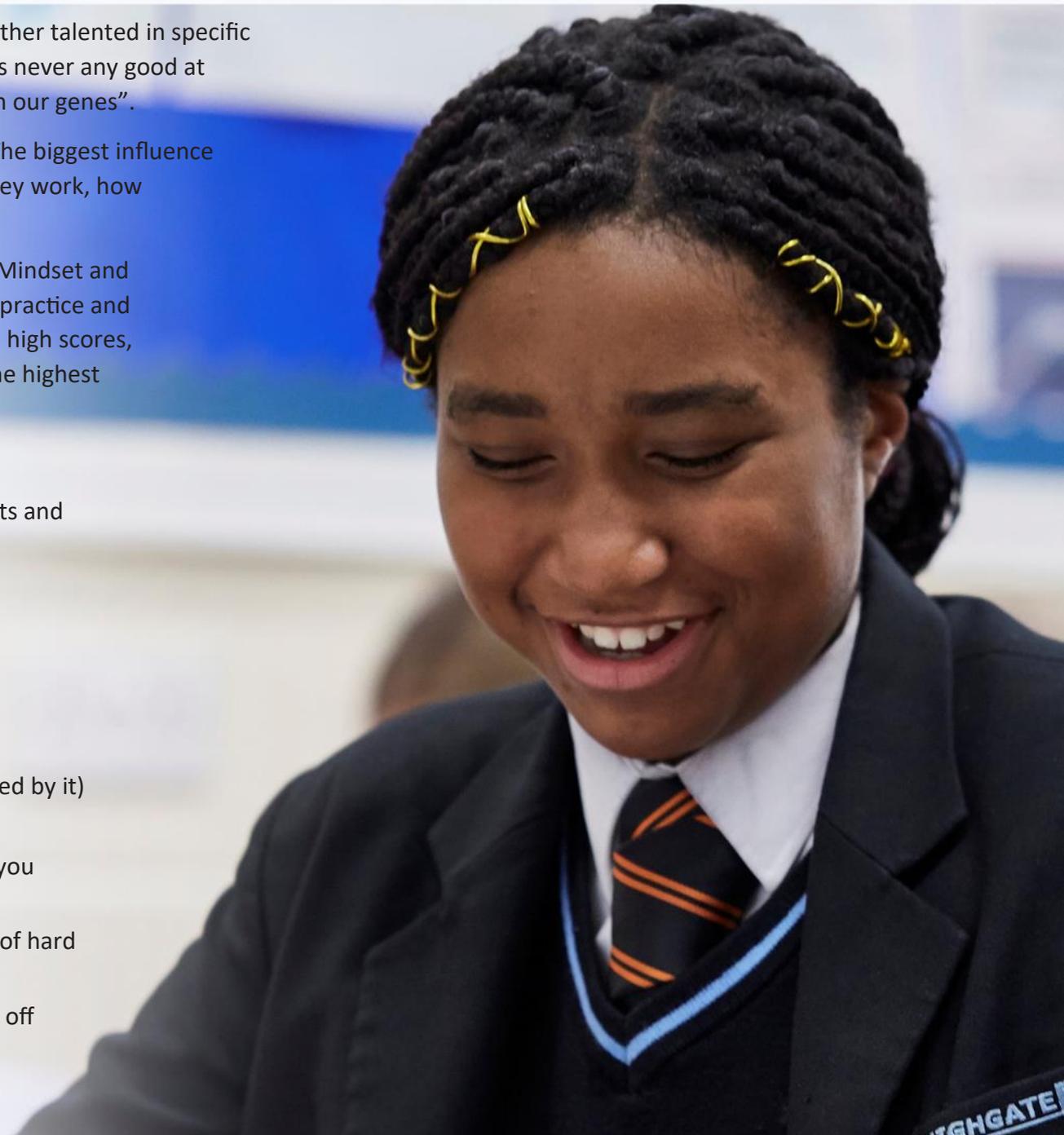
People used to think that intelligence was fixed at birth. You were either talented in specific areas or you weren't. Some still think it now, saying things like "I was never any good at maths, so it's no wonder my child struggles too... it's obviously not in our genes".

Modern studies have shown this belief in fixed abilities to be false. The biggest influence on someone's success is not their genetic make-up, it is how hard they work, how focused they are and how determined they are to succeed.

At Highgate Wood School we firmly believe in this idea of a Growth Mindset and recognise the huge importance of perseverance, resilience, focused practice and hard work. We thus value effort above attainment, hard work above high scores, safe in the knowledge that it is through effort and endeavour that the highest goals are reached.

We ask all members of the school community; students, staff, parents and governors, to adopt the principles of a Growth Mindset where you:

- ◆ Accept that talent can be developed
- ◆ Embrace challenges and difficulties
- ◆ Persist in the face of setbacks
- ◆ View effort as a path to mastery and success
- ◆ Try to learn from criticism
- ◆ Get inspiration in the success of others (rather than feel threatened by it)
- ◆ Be the best you can possibly be
- ◆ Realise that if you can't understand something, it is just because you can't do it yet ...
- ◆ Understand that real mastery doesn't come easy... it is the result of hard work over time
- ◆ Embrace deferred gratification, accepting that effort may not pay off immediately, but will bring its own rewards over time.



SCHOOL PRODUCTIONS AND EVENTS

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 is showcased in our annual MADFest evening, our GCSE and A Level Art Shows, our annual school play and Winter Concerts to which all families are extremely welcome.

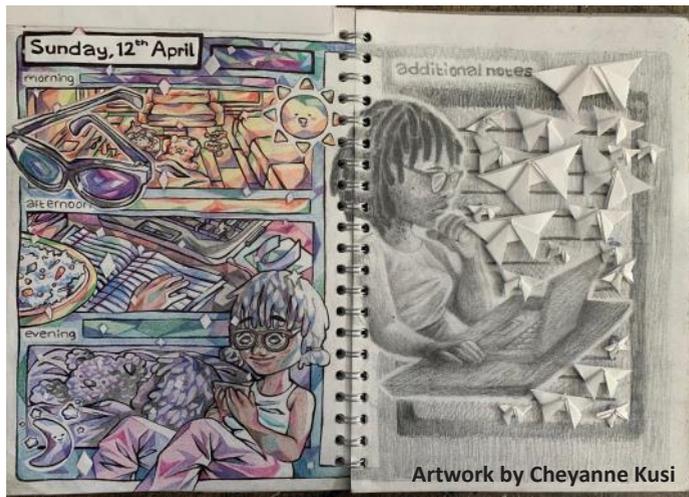
Our students also have an acute awareness of the issues all around them, from concerns about the environment and sustainable living to campaigns for equality and justice for all. This has resulted in many different outcomes, including a Facing History Enrichment Day, fundraising and fun for Comic Relief, an influential Global Feminists club and a growing Eco-Schools campaign.



Scenes from 2019 school production: Philip Pullman's Grimm Tales



Scenes from 2019 school production: Philip Pullman's Grimm Tales



Artwork by Cheyanne Kusi



An Environment for Learning



In 2010 we underwent a major modernisation programme that transformed the school into the attractive and effective learning environment 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 well-equipped DT, Food Tech, Art, Drama and Music spaces, and a state-of-the-art 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, including five computer suites equipped with PCs, and two equipped with iMacs for media, music and graphics work and further ICT spaces in the Learning Resource Centre, the Sixth Form Study Centre and the Learning Support Area.

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. Highgate Wood School works with Wisepay to allow payments to be made online.



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 to host the School Games Organiser, coordinating competitive sport for half of the borough, and work closely with 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 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. Academic achievement, personal resilience, developing a sense of belonging, self-confidence, and satisfaction are all connected to the individual's emotional well-being. 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, particularly in PHSEE 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.

These include a dedicated wellbeing day for Year 7 students in the Autumn term, a series of wellbeing enrichment events for other years, a support programme for our older students and the availability of trained sixth form mentors to help younger students when such help is required.

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.

Dedicated Reading Time and Literacy

Good literacy is vital to academic success. If you are not a capable and confident reader you will 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 15 minutes of 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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MAKING A POSITIVE DIFFERENCE

MAINTAINING HIGH EXPECTATIONS

INSPIRING SELF BELIEF