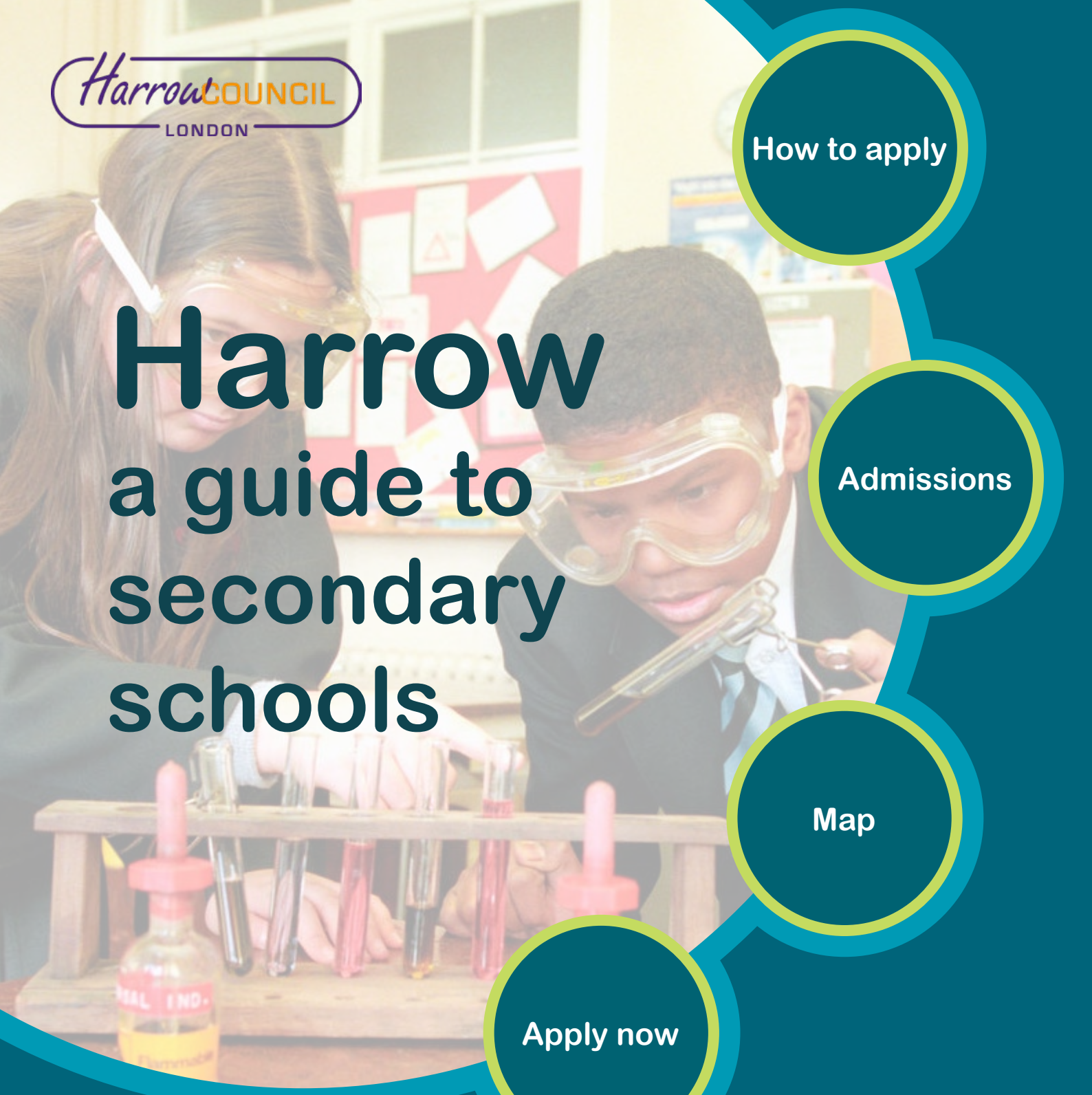


Harrow COUNCIL
LONDON

Harrow
a guide to secondary schools

How to apply

Admissions

Map

Apply now

Next

2021-2022

Contents

- Your application
- How places were offered 2021
- How to apply
- How the application process works
- Hints and tips on choosing a school
- Late applications
- Admissions arrangements
- Schools information
- Applying for schools in other boroughs
- Children with Special Educational Needs
- University technical colleges and studio schools
- Appeals
- Sixth form education
- LGBT pupils
- Schools map

Next

Your application

Your application must be received by 31 October 2020

Home
Map
Admissions
Apply now

To avoid any last-minute problems, we strongly recommend you submit your application by 23 October 2020. This is the Friday before the half-term holiday

If your child does not live in Harrow, but you wish to apply for a Harrow school, please contact your child's local authority to make an application.
If your child lives in Harrow, and was born between 1 September 2009 and 31 August 2010, and is due to start secondary school in September 2021, the full timetable for applications is:

Open Days/Evenings

All high schools expect that these events are likely to be held online or via resources available from the school website. Please check individual school websites for information.

1 September 2020	Website opens, and you can apply online at http://www.eadmissions.org.uk
September / October 2020	Parents applying for a Voluntary Aided school must complete and return a supplementary information form direct to the school. These forms are available from the school or www.harrow.gov.uk/schooladmissions
23 October 2020	Last Friday before the half-term holiday. We strongly recommend that you submit your application by this date to avoid any delay.
31 October 2020	Closing date for applications. Parents applying for a Voluntary Aided school must complete and return a supplementary information form direct to the school.
1 March 2021	Emails sent to parents with the outcome of their application. Please wait until you have received the email before logging on to the e-Admissions website. In some cases, letters will be sent through the post
15 March 2021	Deadline for acceptance or decline of offer.
30 March 2021	Closing date for receipt of appeals.

If your child lives in Harrow, and is due to start secondary school in September 2021, but was not born between 1 September 2009 and 31 August 2010, please do not fill out an application form. Instead, email **schooladmissions@harrow.gov.uk**

Back
Next

How places were offered in 2020

Home
Map
Admissions
Apply now

This table shows how places were allocated to children starting at Harrow's secondary schools in September 2020.
It shows how many places were available, how many people applied for those places and how those places were then allocated.
These are the statistics for last year, and while this year's statistics may be similar, the level and pattern of demand for schools changes every year. This means that the distances cited in the table below change from year to year. Please do not assume that because children in your area attend a particular school that your child will also be offered a place.
Harrow schools do not have catchment areas as part of their admission arrangements[1]. Schools in Harrow use distance as part of their admission arrangements. All schools in Harrow measure distances from home to school in a straight line from the home address to the school.

School name	Number of applications received	Number of places available	Special Educational Needs - EHC Plans	Looked-after children	Medical/Social needs child	Medical parent	Sibling	Children of staff	Feeder school	Random allocation	Distance criteria	Furthest distance offered in miles*
Avanti House	778	180	3	1	0	0	77	1	74	n/a	24	0.339
Bentley Wood	679	224	0	1	0	0	60	1	20	82	60	1.495
Canons High	471	210	4	0	0	0	57	0	n/a	n/a	127	N/A
Harrow High	533	180	0	0	0	0	34	0	n/a	n/a	114	n/a
Hatch End	481	210	2	0	0	0	52	1	n/a	n/a	144	n/a
Nower Hill	1604	324	2	3	0	0	104	1	n/a	n/a	214	1.027
Park High	806	270	6	1	0	0	84	0	n/a	n/a	179	1.083
Pinner High	1177	180	7	1	0	0	71	3	n/a	n/a	98	0.7
Rooks Heath	397	210	1	0	0	0	57	1	n/a	n/a	124	n/a
Salvatorian	175	150	Information for Salvatorian College and The Sacred Heart Language College can be obtained directly from the school									
Sacred Heart	373	180										
Whitefriars	232	90	1	0	0	0	17	0	n/a	n/a	68	N/A
Whitmore	1569	270	7	0	2	0	103	1	n/a	n/a	157	0.66

* Distance is measured in a straight line from the home address to the centre point of the school

[1] Catchment area for the purposes of admissions is a defined geographical area set out in the admission arrangements.

Total places available: This is the "PAN" or Published Admissions Number.
SEN: These are children with a statement of Special Educational Needs or an Educational, Health and Care Plan.
Random Allocation: These are places allocated by random computer selection from the applications received.
All applications inside this distance were accepted. Distance is measured in a straight line from the home address to the centre point of the school site as defined by the school using a computerised mapping system based on ordnance survey data.
Tables for previous years are available on **our website**

Back
Next

How to apply

Apply using our online form



Home
Map
Admissions
Apply now

We ask everyone to apply using the online form with the following exceptions:

1. If your child has a statement of Special Educational Needs or Educational, Health and Care Plan, please do not complete an application form.
2. If your child wishes to begin secondary school in September 2021 but was not born between 1 September 2009 and 31 August 2010, please do not complete an application form. Please email schooladmissions@harrow.gov.uk to apply.
3. You cannot apply for private or independent schools through this process.

Frequently Asked Questions

Do I need to register?

Yes, you will first need to register your details with the website and will be sent a user name and password.

What is the deadline?

Your application must be complete and submitted by 31 October 2020. You can make changes to your application right up to the closing date.

What happens if I do not submit my application in time?

At the end of the process, you will be invited to "submit" the form. Failure to "submit" will mean that your application has not been sent to us, and will not be considered. You will then have to enter the late application process.

Do I have to complete the form all at once?

No – if you wish, you can complete part of the form, save your position and return later to review, complete or change it. Every time you change your application you will receive a confirmation email.

Are there any tools online to help me choose schools?

The online application system has a search facility to help you find schools in the local area and offers links to more information about the schools.

Back
Next

Can I apply for a Harrow school if I live outside the borough?

If you live outside Harrow and want to apply to a Harrow school you can list the school on the application you submit to your local authority.

Can I apply to schools in other boroughs?

Yes – if you are a Harrow resident you can use the same online form to apply to schools in Harrow and also to schools maintained by other local authorities. You can apply for six schools; however, you may only apply to a maximum of four schools in Hertfordshire. Otherwise there is no restriction to the mix of schools on your application.

I don't have the internet at home. Where can I apply?

Computers with internet access are available to use free of charge at any Harrow library.

I don't like using computers. Can I get a paper form instead?

No – paper forms will only be issued under exceptional circumstances, due to the extra administrative cost and complexity of processing them.

I need help! Can you help?

Yes – if you need help with your application please email schooladmissions@harrow.gov.uk

What to do if your details change

Tell us straight away if any of your details change after you have submitted your application.

If you move house and change your address; if your child changes primary school; or if any other factual details regarding your application change, please email us immediately at schooladmissions@harrow.gov.uk.

Failure to let us know about changes could invalidate your application or even lead to an offer being withdrawn.

Deciding which address to put on your application

The only acceptable address to put on your application is your child's permanent address and they must be living there at the closing date for receipt of applications.

Please do not list an address of someone who provides a temporary care arrangement for your child, a business address, childminder's address, a relative's address or any other address other than the child's permanent home address.

Where families have recently moved into an address prior to completing an application, we may require further information to ensure that the property has not been obtained solely for the purposes of obtaining a school place. If a family moves into a property temporarily to increase the chances of gaining a school place, the council will use the permanent residence for the purpose of the application.

All applications that are received will be verified.

For example, if the family own a property but are living at and apply from a different address, the council will assume that the second address is temporary and that the property that you own is where the child ordinarily lives. Where the owned property is being renovated, this will still be considered the family's permanent address.

Evidence will otherwise be required that the property is disposed of. If a family own more than one property, the council will request further evidence to demonstrate where the family normally live to determine the address the council will use for the child's application.

If a school place is offered on the basis of an incorrect address, the place will be withdrawn.

Providing false information or fraudulent documentation could lead also to legal action being brought against you, including a criminal prosecution.

Harrow Council reserves the right at any time to investigate and verify any address, information and/or documentation in order to ensure that it is allocating places appropriately and fairly. These investigations may extend to Council databases, home visits and background checks. We may also ask you for further proofs.

If we offer a place at a school and then discover that the offer was made on fraudulent or misleading information (for example, a false claim to living at an address) we will withdraw the place offered. This has happened in previous years. This will cause considerable distress, particularly for the child involved.

Where a place has been offered based on false information, we can withdraw the offer even after your child has started at school.

In some cases, a child may live permanently with parents with officially shared responsibility at more than one home address. Please note, this only applies to parents, not other carers or relatives. In these cases, the only acceptable address is the residence where the child spends the majority of the school week (Monday-Friday). On the rare occasions when a child's residence during the school week is split equally between parents, then parents will be asked to determine which residential address should be used for the purpose of admission to school.

In all such cases, we require a joint declaration from the parents with officially shared responsibility stating

the pattern of residence. If no joint declaration is received by the closing date for applications, the home address will be taken as the address of the parent who receives child benefit. In cases where parents are not eligible for child benefit the address will be that of the parent where the child is registered with the doctor.

Important information about applying for a place at a selective (grammar, aptitude or selective places) school

Home
Map
Admissions
Apply now

In response to a range of Covid-19 related issues which make early autumn admissions testing undesirable and impractical, many schools which test for a child's ability or aptitude have decided to postpone admission tests until later in the autumn term, which may mean that the applicants may not receive the outcome of the tests before the closing date for secondary school applications which is 31 October 2020.

Once you receive the results of the test, you may make changes to your application preferences (such as to add or remove a selective school) by **emailing school admissions**, and quoting your child's application reference number by 10 December 2020. You will receive confirmation of these changes via email. You will not be required to complete another application.

We do not have any selective schools in Harrow. However, families may choose to apply for selective schools in other local authorities. If you are applying for a place at selective school, please check the school's website for the most up to date information about the date of the test and when the outcomes will become available.

Despite these changes, parents should still register their child for tests by published deadlines and submit their common application form by the national closing date, 31 October 2020. Failure to submit our application on time may mean that your application is considered after places are offered on the 1 March 2021 and your chances of gaining a place at one of your preferred schools will be greatly reduced.

Please ensure you have read the oversubscription criteria of the schools that your applying for and understand the likelihood of your child being offered a place.

In Harrow, you can apply for up to six preferences and we would recommend that at least one of these preferences is used to apply for a place at a local school.

Please ensure you rank your application in the correct order of preference. We advise parents to read the **school admissions guide** for further information on how to complete your application form.

Back
Next

How the application process works

Home
Map
Admissions
Apply now

On your application form you will be asked to list six schools, ranked in order of preference. You must name the schools that you wish to apply for, in the order you prefer them. You do not need to use all six preferences, however, we strongly advise that you do use all six preferences. There is no advantage in naming only one school. Once the closing date has passed on 31 October 2020, the admissions process will begin.

How the preference system works

All the applications we receive will be considered individually against the criteria published in this guide. Each school will then allocate its places to the children with highest priority under its own admissions criteria.

Each school you name on your application is considered separately. That means that if you have entered six preferences, your child could be allocated as many as six places.

When children are allocated a place at more than one school, the system refers to the order of preference that you have listed on your application form.

It will then keep the offer at the school you have ranked highest, and take your child's name off the list for their lower-ranked preferences. These places will then be allocated to the children with next-highest priority under those schools' admissions criteria.

Children will only be offered one school place.
When children are not allocated a place at any of their schools of preference, they will be offered a place at the closest Harrow school to their home address that still has vacancies once the above admissions process is complete. Councils will not pass on details of where the school was ranked on your application to schools. No school will be told about other schools listed on your application.

Extremely important advice about the preference system

Harrow has many oversubscribed schools. Every year there are children in Harrow who are not allocated a place at any of their schools of preference. These children will receive an offer for a place, but it will be at a school which they did not choose. These places may be at a considerable distance from their home.

If you wish to have the best chance of avoiding this, and avoiding other common mistakes in the applications process, please consider the following advice when making your application:

- Use all six preferences available to you.
- Use one or more of your preferences on the school or schools nearest your home. The most common admissions tie-breaker for an oversubscribed school is distance

Back
Next

from home to school.
- To find out which are your local Harrow schools, you can use the online **distance tool**.
- Remember to list the school you like the most as first preference, the school you like the second-most as second preference and so on, regardless of its popularity or historical oversubscription.
- Remember to fill out and submit a **Supplementary Information Form** if you are applying to a Catholic school (The Sacred Heart Language College or the Salvatorian College).

Reasons for preference

When you complete the application, there is a space for each preference where you can note why you have selected a school. This information will be passed to the school. The box is optional and will only have an effect on your application if it relates directly to the school's admissions criteria.

Waiting lists

After the admissions process is complete, we strongly advise that you accept the place your child has been offered.
If you have not been allocated a place at your first preference school, your child's name will be placed on a waiting list for all the schools which you ranked as a higher preference than the school where you received an offer. Your child will remain on these waiting lists even after you accept your offered place.
Waiting lists are not a 'first come, first served' list and so time on the list does NOT give any priority.
Waiting lists remain in the priority order as determined during the admissions process. This means that your child may move down the waiting list if another child, with a higher priority under the admission arrangements, is added (for instance, through a late application).

Places are offered from the waiting list throughout the year. If a place is offered from the waiting list, this new offer will supersede any previous offer, which will then be withdrawn. Waiting lists can be **viewed online via MyHarrow**. Children's names will remain on the waiting lists for Harrow Schools until the end of the 21/22 academic year.

Why do some children get places at schools they haven't applied for?

If, at the end of the application process, your child cannot be offered a place at any of the schools on their application, your child will be allocated a place at the closest Harrow school to their home which still has a vacancy.

In nearly every case where this type of allocation occurs, parents are happy with the alternative offered. It is always a good idea to contact the school where you have been offered a place. This gives you a chance to see the school, rather than rely on what you might have heard about it, and you are also able to discuss any worries that you might have with the school staff. However, if you are still unhappy about the school offered you may decide to use the appeals process.

Accepting a place

Every parent who has applied online for a Secondary place for their child will receive an email on 1 March 2021 to offer their child a place. You will need to log back into the **e-admissions website** and accept the offered place.

Hints and tips on choosing a school

Home
Map
Admissions
Apply now

- Think what kind of school your child is best suited to: You may want to think about if you want a same sex school or, a faith based school does the school have a specialism in the arts, sports, science etc., uniform vs. non uniform school, are there breakfast clubs / afterschool clubs, travel to and from school.
- Familiarise yourself with the admissions criteria for schools.
- Look at the information on how places were allocated in previous year.
- Look at the school Ofsted report / school website – schools do change over time so it is important to get your information from a variety of sources and remember that not everything you hear about a school may still be true.
- During your research, you will need to read the admissions criteria for the school(s) you want to apply to.

To give you some samples of what to check for:

- Church / Faith schools will give priority to applicants that can demonstrate practice of their faith.
- Not all schools give priority to siblings, or there may be restrictions for siblings in Sixth Form.
- Distance from home to school is often used as tie breaker. Distance is usually measured in a straight line from your house to the centre point of the school (but it can be different in some cases).
- Some schools use random allocation (lottery).
- Some schools will have medical and social criteria but only if you meet certain conditions – **see page 16**.
- Some schools will give priority to staff who work for the school for a certain number of years or in hard to recruit subjects.
- Some schools outside of Harrow may have additional criteria's that are to do with streaming, testing, banding, musical or sporting ability, catchment or priority areas.
- Make sure you submit your application on time – if you miss the deadline your application won't be considered until after the National Offer Day.

Back
Next

Late applications

If you do not submit your application to Harrow Council by 31 October 2020 then your child will not take part in the normal admissions process. Instead, they will need to go through a late application process.

Home
Map
Admissions
Apply now

You will still need to complete an application form online as normal. However, your preferences will not be assessed or considered until the normal admissions process is complete and offers are made on 1 March 2021. Late applications will then be allocated places out of the pool of places that are remaining.

There are a small number of exceptions to this rule. The following are examples of exceptions that will allow late applications to be considered for the normal admissions process:

1. **If your family moved house after the closing date, but before 10 December 2020.**
You will be asked to provide a letter from your solicitor confirming the completion date and confirming you have taken up residency. If you are renting, you will be asked for a formal tenancy agreement from a letting agent or estate agent.

2. **If your family returned home from abroad after the closing date, but before 10 December.**
You will be asked to provide a council tax bill confirming re-occupation of your property and cease of any tenancy on the property; you will also be asked for confirmation for your move from your employer.

3. **If a single parent has been ill for some time, or there has been a recent death of an immediate family member.**
You will be asked to provide evidence of the above.

Late changes to your application

You must tell us straight away if any of your details change after you have submitted your application.

If you move house and change your address; if your child changes primary school; or if any other factual details regarding your application change, please contact us immediately at schooladmissions@harrow.gov.uk.

Failure to let us know about changes could invalidate your application or even lead to an offer being withdrawn.

Please note if you move after the 31 October your application will be considered from the address that you were living at prior to moving. We will only be able to update the address after the 1 March 2021.

Back
Next

Admissions arrangements

Home
Map
Schools
Apply now

The pages that follow contain admissions arrangements for Harrow's secondary schools, including Academies, Free Schools and Voluntary Aided Schools. For each school, a list of criteria will be outlined which explain which children have priority for admission, should the school be oversubscribed. Tie-breakers are also explained, in the case of a tie for priority.

The arrangements in this guide have been abbreviated for your convenience. Complete versions of each school's Admissions Arrangements are available to download on the **Harrow Council website**.

The Admissions Arrangements listed first apply to:

- Canons High School
- Harrow High School
- Hatch End High School
- Nower Hill High School
- Park High School
- Pinner High School
- Rooks Heath School
- Whitefriars School (Secondary Phase)

Separate Admissions Arrangements are included for:

- Avanti House
- Bentley Wood High School
- The Sacred Heart Language College
- Salvatorian College
- Whitmore High School

We strongly recommend you read these arrangements in full before applying to the schools of your choice. Many arrangements differ substantially from each other.

The admissions arrangements that follow are binding, and no exceptions will be made during the admissions process.

Back
Next

Admissions arrangements for:

Canons High School
Harrow High School
Hatch End High School
Nower Hill High School
Park High School
Pinner High School
Rooks Heath School & Whitefriars School (Secondary Phase)

Home
Map
Schools
Apply now

If there are fewer applicants than there are places available for Year 7 entry in September 2021, everyone who applies will be offered a place.

Children who have an Education, Health and Care Plan or statement of special educational needs which names the Academy will be allocated a place at the Academy in accordance with their statutory entitlement.

Oversubscription criteria

If there are more applicants than there are places available after the admission of students with an Education, Health and Care Plan or statement of special educational needs naming the academy, the following criteria will be considered, in order, to determine who will be offered a place:

1. **Children who are looked after or were previously looked after** A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, child arrangements;
2. **Medical or social needs of the child** Children for whom it is essential to be admitted to a specific school because of special circumstances to do with significant medical needs and or social needs.
3. **Medical reasons relevant to parent(s)** Parent(s) where there are special medical reasons for seeking a place for their child at the school;
4. **Siblings** Children with a brother or sister attending the academy in years 7 to 11 at the time of application. The sibling link does not apply to students who are attending the sixth form in September 2020;
5. **Children of staff of the school** Children where their parent(s) has been employed by the academy trust at the academy for at least two years at the date of admission or where the member of staff has been recruited to a vacant post where there is a demonstrable skills shortage; and
6. **Distance from home to school** Places are allocated to applicants who live closest to the school. This must be the address where parent and child normally live and they must be living there on the closing date for receipt of applications.

See following pages for definitions.

Tie-breaker: If more applications are received in any one criterion than there are places available

The tiebreaker of distance from the address point for the home address to the centre point for the school site, measured in a straight line, will be applied. The school centre point is computer generated and is the centre point of a bounded polygon of the school site that includes elements such as buildings, playgrounds and car parks but excludes playing fields. In cases where applicants live equidistant from the preferred school

Back
Next

and places cannot be offered to all of the applicants affected, the available place(s) will be allocated using a random computer selection.

Children of multiple births: In cases where there is only one place available at the school and the next child on the waiting list is one of a twin, triplet or other multiple birth group, both twins (or all the siblings in the case of other multiple births) would be admitted, even if this meant that the school would admit in excess of the admission number.

Home
Map
Schools
Apply now

Definitions

Distance The home address is where a child normally lives. The distance will be measured in a straight light from the address point for the home address to the centre point for the school site. Each centre point factors in on-site buildings only and is agreed by the school. Distance is calculated using a computerised mapping system based on Ordinance Survey data. To find distances to schools in Harrow go to www.harrow.gov.uk/distancetool. In cases where applicants live equidistant from the preferred school and places cannot be offered to both children, the available place will be allocated using a random computer selection.

Home address This must be the address where parent and child normally live and they must be living there on the closing date for receipt of applications. Confirmation of address will be required. Where a child lives with parents with shared responsibility, each for a part of a week, then the address used will be the address where the child spends the majority of the school week. Where residence is split equally between parents, if no joint declaration is received by the closing date for applications, the home address will be taken as the address of the parent who receives child benefit; in cases where parents are not eligible for child benefit the address will be that of the parent where the child is registered with the doctor.

Children who are looked after or were previously looked after A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to the school. Previously looked after children are children who were looked after, but ceased to be so because they were adopted or became subject to a child arrangements order or special guardianship order. An adoption order is an order under Section 46 of the Adoption and Children Act 2002. A 'residence order' or a 'child arrangement order' is an order settling the arrangements to be made as to the person with whom the child is to live under Section 8 of the Children Act 1989. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

Medical or social needs of the child Except in wholly exceptional circumstances such requests will only be considered for the school closest to the home address. The application must be supported by written evidence. The supporting evidence should set out the particular reasons why the academy is the most suitable school and the difficulties that would be caused if the

Back
Next

child had to attend another school. The recommendation for this specific school should demonstrate knowledge of the school in terms of resources and organisation which deems it essential that the named pupil be admitted to the academy. The academy can only consider entry under this criterion if the required documents have been produced.

Applications made on medical grounds must be accompanied by compelling medical evidence from a hospital Consultant at the time of application. The letter from the hospital consultant must provide information about the child's medical condition, the effects of this condition and why, in view of this, the child needs to attend the academy. If the academy is not the school closest to the home of the child, the consultant must set out in detail the wholly exceptional circumstances for attending the academy and the difficulties if the child had to attend another school. In assessing these applications advice may be sought from Harrow's Special Education Needs Service.

Applications made on social grounds must be accompanied by compelling evidence at the time of application. Social needs claims will only be considered where there is involvement from a social worker. The application will need to be supported with a letter from a Divisional Director from Children and Families or a person holding a similar role in another local authority. The director must set out in detail the wholly exceptional circumstances that in their view require attendance at the academy and the difficulties if the child had to attend another school. Parents can only make an application under this criteria (whether for medical or social need) to one school in Harrow.

Medical reasons relevant to parent(s) Except in wholly exceptional circumstances such requests will only be considered for the school closest to the home address. Applications will only be considered for the parent(s) with whom the child lives and must be accompanied by compelling medical evidence from a hospital Consultant at the time of application. The letter from the hospital consultant must provide information about the parent's medical condition, the effects of this condition and why, in view of this, the child needs to attend the academy. If the academy is not the closest school to the home address, the consultant must set out in detail the wholly exceptional circumstances for attending the academy and the difficulties if the child had to attend another school. In assessing these applications independent advice will be sought as appropriate (e.g. Harrow Association of Disabled People or Harrow's Mental Health Service).

Medical claims relevant to parent(s) will only be considered for one school and this should be named by the consultant.

Parent(s) making a medical claim solely on the grounds of the young person's need to be accompanied on the journey to school will not be allowed.

Sibling Where children live as brother and sister in the same household they are treated in the same way as siblings for admissions purposes. This includes a child's brother or sister, half brother or sister, adopted/foster brother or sister, step brother or sister living in the same family unit at the same address.

It does not include cousins or other extended family members who live in the same household. In the case of twins, triplets and other multiple-birth children, if one child can be offered a place in the school, other multiple-birth children will be allocated a place in the school. Where twins are concerned and one twin has a Statement of Special Educational Needs or Education, Health and Care Plan that names the school the other twin will be treated as having a sibling link for that academic year.

Parent this means the parent who has parental responsibility as defined in the Children Act 1989, or the person in the household who is defined as a parent for the purposes of Section 576 of the Education Act 1996. This could include a person who is not a biological parent but who has responsibility for her or him (such as a child's guardians) but will not usually include other relatives such as grandparents, aunts, uncles etc unless they have all the rights, duties, powers and responsibilities and authority, which by law a parent of a child has in relation to the child and their property.

Notification and acceptance of places

In accordance with the co-ordinated admissions policy, on 1 March 2021 the Local Authority will make the formal offer of a place to parents or carers on behalf of the Academy Trust.

The onus is on parents to contact the Local Authority by their specified date (expected to be around 16 March 2021) to either accept or decline the offer of a place. This will in no way affect parents' right to appeal for a place at another school. Harrow Council will write to all parents who have not accepted or declined an offer giving them a further 7 days. If no response is received a further letter will be sent to advise that the place has been withdrawn. Unaccepted places will be allocated to other applicants.

Appeals procedure

Parents can choose to appeal against the decision of the academy trust not to offer their child a place at the academy. Harrow Council administer any admissions appeals on behalf of the academy trust. To appeal against the decision not to offer their child a place, parents must complete the appeal forms that are available on the Harrow Council website (www.harrow.gov.uk/schooladmissions) or from the Harrow Council Admissions Team (schooladmissions@harrow.gov.uk). To be considered in the first round of appeals, the notice of appeal must be received by the Council by their specified date.

The appeal will be heard by an independent appeals panel constituted and operated in accordance with the School Admissions Appeals Code. Parents will receive written notification of the date and time of their appeal hearing, which they can attend to explain their case. If they wish, parents may be accompanied by an adviser or friend. Following the appeal, the Clerk to the appeals panel will write to parents with the decision.

Waiting list for the incoming Year 7

Parents / carers can ask for their child's name to be put on a waiting list for the academy. The waiting list will be maintained by Harrow Council Admissions Team on behalf of the academy trust from the offer date (1 March 2021) until the end of the academic year.

The waiting list will give priority in accordance with the admissions criteria. Any places that become available will be filled in priority order from the waiting list or late applicants. Whenever an applicant is removed from or added to the waiting list, the list will be reordered in accordance with the oversubscription criteria.

In-Year applications

If a parent wants to make an in-year application for a child to join the academy they should complete the Common Application Form for In-Year Admissions that is available on the Harrow Council admissions website or from the Harrow Council Admissions Team (schooladmissions@harrow.gov.uk). There is no Supplementary Information Form for the academy; parents only need to complete the Common Application Form. The Common Application Form should be returned to the Harrow Council Admissions Team who will then liaise with the schools who are listed on the form and write to the applicants with the result of their application.

In-Year admissions will be considered in accordance with the number of places available at the school in the 2021/22 school year and over-subscription criteria outlined above and any places that become available will be filled in priority order from the existing waiting list and any current applications.

Fair access protocol

As part of the co-ordinated admissions arrangements with Harrow Council the school may accept hard-to-place pupils onto the school roll from time to time in accordance with the In-Year Fair Access agreement.

Admission of a child out of the normal age group

In exceptional circumstances, parents or carers may wish to seek admission to a year group that is not the normal group for a child of that age. If a parent or carer is considering this they must contact the school for a discussion prior to making an application.

The Headteacher will consider a request and make a decision on the basis of the circumstances of the case and the best interests of the child concerned. This will include consideration of the parent's or carer's views, the academic, social and emotional development of the child, any relevant information provided by medical professionals, and whether they have previously been educated outside of their normal age group. If the Headteacher refuses a request to consider an application for outside of the child's normal age range, they will set out the reasons for this refusal.

If the Headteacher agrees to the request, if the application would then seek entry into Year 7, the application would be processed as part of the main admissions process and using the oversubscription criteria outlined above (if the request was received after the closing date for Year 7 entry then the application would be considered alongside other late applications).

While parents have a right of appeal against a decision to refuse admission to their child, there is no right of appeal if they have been offered a place but not in their preferred year group.

Admission to the Harrow Collegiate for Sixth Form

All students may continue to study in the sixth form of their current school, providing they meet the entry requirements of their selected courses. A collegiate system operates at sixth form level within Harrow and some courses are offered through this arrangement. As a result some students from other schools and/or colleges join courses at a particular sixth form and some students from the school may join sixth form courses in other schools and/or colleges. Applications should be made to the school by the first Friday in February in the academic year preceding the year of entry. Any applications from students who are not currently students at the academy will be judged according to the same entry requirements of the school and their selected subjects and will be offered places if there are spaces available in those subjects.

Avanti House
Secondary School

Excellence Virtue Devotion

Avanti House Secondary School
Wembrough Road, Stanmore HA7 2EX
✆ 0208 249 6830
✉ avantihouse@avanti.org.uk
www.avanti.org.uk/avantihouse

Principal: Mr Simon Arnell

DfE NO: 310 4000



PLACES	AGES	GENDER	TYPE	
180	11-18	Mixed	Free school	Travel map

Home
Map
Schools
Apply now

Avanti House is a free school for boys and girls aged 11-18, set up in response to parental demand.
The school has moved to its new £25-million-pound building located in Stanmore, Wemborough Road, HA7 2EQ. There are a full range of facilities including; state of the art sports grounds and hall, performing arts suite and fantastic teaching rooms.

Ethos

Avanti House is founded on three pillars – Educational Excellence, Character Formation and Spiritual Insight.
We ensure that Avanti House is a truly inclusive school where the values, enshrined in our vision statement are evident not just in our policies but also in our daily practice; that they can be witnessed in the curriculum we offer and in the relationships which we develop with one another.

The 2018 Ofsted report stated that "Through working as a team and developing a shared culture of high expectations, you and your leadership team have created a learning community that pupils say 'feels like a family'".

Curriculum

Avanti House School offers a broad, balanced and challenging curriculum centred on the academic rigour of the English Baccalaureate with specialisms in mathematics and performing arts. Targets are set for the very highest achievement across the curriculum and current students are already on target to exceed them.

In Year Seven, pupils have the chance to study French and Spanish and Sanskrit. Yoga and meditation are taught within drama lessons. The school, via its bespoke philosophy, religion and ethics programme (PRE), encourages students to understand and appreciate the value of self, of others, of family and community and of the environment.

The PRE programme also looks to nurture critical thinking and reflection around meaning in life, their own understanding of and relationship with God and how they might live an ethically and morally sound life.
The curriculum as a whole is designed to nurture highly aspirational, confident, independent, expert learners who both realise fully their academic potential whilst also developing the attributes of social responsibility and enterprise alongside other skills. This all ensures that our students will go on to thrive as young adults with all the challenges that

Next

they will face in a fast-changing 21st century global economy and community. The entire curriculum is also underpinned by the development of six key values: Respect, Courage, Empathy, Integrity, Self-discipline and Gratitude. Behaviour at Avanti House School is outstanding; our existing students are fiercely proud of their school.

The school currently operates a six period day (each of one hour) with an hour after school most evenings for enrichment clubs.

Our early start at 8 a.m. (Breakfast Club from 7.30am) and vegetarian cuisine ensures we get the best out of our pupils while still leaving time at the end of the day for our varied extra-curricular programme.

Staffing

Avanti House benefits from a highly dedicated and professional staff who are entirely committed to the academic, spiritual and emotional needs of the children. Their approach to teaching is characterised by:

- High expectations which encourage achievement
- An understanding of the individual needs of each child be they gifted and talented or having a special educational need.
- An appreciation of the benefits of collaborative learning, supported by high quality ICT and bespoke resources, and of learning beyond the classroom – including trips and visits.

Quality Assurance, Student Support and Student Voice

Every parent wants to know that their child is well-known and well-looked after at school and at Avanti House our OFSTED-endorsed systems ensure just that. Each child is allocated a tutor and is placed in one of our four Houses. While taught in year groups, each student belongs to a House which contains pupils of mixed age groups so that the younger can learn from the older and vice-versa. This also provides a structure for inter-house competitions and leadership opportunities where pupils can take on additional responsibilities, regardless of their age. The school has a well-staffed and experienced inclusion department to cater for the needs of all and also a very active Student Council which feeds back regularly to staff and actively influences school-policy on such matters as behaviour, homework and catering.

Beyond the formal Curriculum

Avanti House offers a wide variety of after-school clubs on mid-week evenings, including:
chess, choir, dance, art, drama, netball, cricket, football, ultimate frisbee, gifted and talented, magazine, and science clubs to name a few.

Music tuition is available across a range of instruments and amongst the many extra-curricular events this year have been the following:• All You Need is Love performance on the Southbank, Arts Week, museum trip, “Stomp” visit, “Winter’s Tale”, “Phantom”, Gothic Tales, mask-making, tap dancing, Lord’s Cricket, drumming workshop, “Avanti’s Got Talent” and an in-house production of “Oliver!”.

In conclusion

Avanti House offers a well-rounded education to all its pupils, identifying strengths and talents and developing that potential to the full, with academic achievement and character development side-by-side. Young people will leave Avanti House well qualified, confident, creative and characterful.

More details are available on our website and parents are encouraged to visit the school in session to meet our very happy community, sample the unique family atmosphere and witness for themselves the excellent teaching and strong work ethic.

Avanti House Secondary School

Home
Map
Schools
Apply now

Avanti House Secondary School ("the School") is part of the Avanti Schools Trust and is an inclusive Hindu faith-designated school which welcomes children of all faiths and none. More information about the School can be found by visiting the website at www.avanti.org.uk/avantihouse-secondary.
The Trust Board of Avanti Schools Trust ("the Trust Board") is the "admission authority" for all schools within the trust, and is responsible for determining and implementing the admission arrangements for those schools.

Definition of "Parent"
In this policy, a "parent" is defined as including a natural or adoptive parent of a child (irrespective of with whom the child lives, or whether the parent has contact with or parental responsibility for the child), as well as non-parents who have care of, or parental responsibility for, the child.

Published Admission Number ("PAN")

Year 7
The published admission number ("PAN") for entry to Year 7 is 180.
Where fewer applicants than the published admission number for the relevant year group are received, offers will be made to all those who have applied.
Following the offer of a place at the School, parents/carers can be asked to provide proof of their child's birth date and main residence. The forms of identification may include the child's birth certificate, NHS registration card, council tax bill and recent utility bills.

Year 12 (Sixth Form)
The PAN for external candidates meeting the minimum academic entry criteria for entry into Year 12 (sixth form) is 40.
Internal students already on the roll in Year 11 do not need to formally apply for admission, they will simply transfer from Year 11 to Year 12 if they meet the minimum academic entry criteria.
Where a lower number of Year 11 students transfer to Year 12 than anticipated, it may be possible to admit external candidates to Year 12 over the PAN.
The minimum academic entry criteria for admission/transfer to Year 12 is set out further below.

Children with an Education, Health and Care Plan
Children with an education health and care plan ("EHC plan") which names Avanti House Secondary School will be admitted to the School under separate statutory procedures, rather than under this policy. Where they will be admitted in the normal admission round (i.e. Year 7 admission), the number of places available within the PAN stated above will be reduced, otherwise they will be admitted over the PAN where necessary.

Oversubscription Criteria

Where the School is oversubscribed, the available places will be allocated to children in the following order of priority:

1. Looked after children[1] and previously looked after children who became subject to adoption, a child arrangements order or special guardianship order immediately after being looked after.

A looked after child is a child who is (a) in the care of a Local Authority, or (b) being provided with accommodation by a Local Authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

Back
Next

Home
Map
Schools
Apply now

2. Children with a sibling[2] attending Avanti House Secondary School at the time of application. Details of sibling to be included in the Common Application Form submitted to the Local Authority.

3. Children who attend Avanti House Primary School or Krishna Avanti Primary School (Harrow) at the time of application.

4. Children of a member of the School's staff who:
a. Has been employed at the School for two or more years at the time of application; and/or
b. Was recruited to fill a vacant post for which there was a demonstrable skill shortage.
For the avoidance of doubt, "a" and "b" above do not denote an order of priority – all children falling within this category will be treated equally.

5. Up to 10 places to Hindu children with a practising Hindu[3] parent who worships at the ISKCON Bhaktivedanta Manor temple (located at Hilfield lane, Aldenham, Near Watford, Hertfordshire, WD25 8EZ) in the following order of priority:
5.1 Hindu children with a practising Hindu parent who has taken initiation (diksha)[4] and attends Sanga[5];
5.2 Hindu children with a practising Hindu parent who attends Sanga[6];

A looked after child is a child who is (a) in the care of a Local Authority, or (b) being provided with accommodation by a Local Authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

To be included in this category, a completed supplementary information form ("SIF") certified by a representative of the ISKCON Bhaktivedanta Manor temple must be submitted to the School by the closing date for applications, in addition to the Common Application Form submitted to the Local Authority. Children for whom a certified SIF is not received by the closing date for applications, and children falling into this category who do not achieve a place, will be included in the next category that applies.

6. All other children.

Supplementary Information Form ("SIF")

For children falling within categories 5 and 6 above, parents must submit a supplementary information form ("SIF") certified by the practising Hindu parent's temple to the School by the closing date for applications, in addition to submitting a completed Common Application Form

2 A "sibling" will include full or half brother or sister, an adopted brother or sister, a step-brother or sister or a foster brother or sister, provided that in all cases the sibling and the applicant child live permanently at the same home address (as defined by this policy) and are being brought up as siblings. For the avoidance of doubt, a child of a friend or extended family member (for example, a cousin) living at the same address will not be a sibling for the purpose of this policy. Parents must ensure that they have included full details of the sibling in the Admissions Application Form to be included in this category. Failure to do so will result in the child being placed into the next category that applies.
3 For the purpose of this policy, "practicing Hindu" means worship at a Hindu temple at least monthly for at least one year at the closing date for applications. An adjustment to this requirement may be made by the temple's representative to take into account difficulties caused by disability or other unavoidable cause which has prevented this level of worship.
4 "Initiation" is acceptance of the shelter of a bona fide ISKCON guru and commitment to follow the principles laid down by the authorities within ISKCON.
5 "Sanga" is a registered congregational programme which involves regular congregational spiritual development meetings (usually held at least once every month) led by an experienced practising devotee recognised by the temple.
6 See footnote 5.

Back
Next

to the Local Authority. Failure to do so will result in the child being placed into the next category that applies.
The SIF is available for download from the School's website or in hard copy from the School's office.

Order of Allocation

School places will be allocated on the basis of our determined admissions arrangements. The order in which places will be allocated the categories above will be by reference to the distance the child lives from the School, with those living closest to the School receiving highest priority. Distance will be measured from the centre point of the child's home address to the centre point of the School's site in a straight line using the Local Authority's specialist software and in accordance to the Child's Home Address paragraph section in the policy.

Tie Breaker
Where two or more children live an equal distance from the School, random allocation supervised by someone independent of the School will be used as a tie-breaker to determine the order in which places are allocated.

Child's Home Address
For the purpose of this policy, the child's home address is determined as defined in Harrow Local Authority's Admission's arrangements.[7]

Children of UK Service Personnel and Crown Servants
The children of UK service personnel (UK armed forces) with a confirmed posting to the area of the School, and the children Crown servants returning from overseas to live in the area of the School, will be regarded as living at the address stated in the application for admission at the time of application where it is accompanied by an official letter confirming the relocation date and a unit postal address or quartering address. This is an exception to the rule that the child must be living at the address at the time of application.

Minimum Academic Entry Criteria for Year 12 (Sixth Form)
The minimum academic criteria for transfer/admission to Year 12 (sixth form) are the same for current Year 11 students and external candidates. Only students who meet the minimum application criteria will be permitted to transfer/admitted.

The minimum academic entry criteria are:
- Six GCSE's at Grade 6.
- Each subject has individual requirements, published on the school's website annually.
-

Admission of Children Outside their Normal Age Group
Parents have a right to ask for their child to be admitted to a school to a year group other than their child's year group, either above or below. It is, however, for the Trust Board to determine whether to agree or refuse the application.
The procedure for asking for admission of a child to a year group other than the child's normal year group is by letter to the School giving details of all relevant circumstances and attaching any relevant supporting evidence. The Trust Board will consider the request and make a decision on the basis of the circumstances of the case and in the best interests of the child concerned, taking into account the parent's views, the Principal's view, information about the child's academic, social and emotional development, the child's medical history and the view of their medical professionals (where relevant), whether the child has previously been education outside their normal age

7 Please see Harrow Council's guide to admissions for Secondary Schools on their website.

Home
Map
Schools
Apply now
Back
Next

Home
Map
Schools
Apply now

group, and whether they would have naturally fallen into a lower age group if they had not been born prematurely. Parents should note that, where the Trust Board refuses a request for admission to a year other than the child's normal age group, there is no statutory appeal against that decision as there is with the refusal of a place, however parents may submit a complaint under the School's published Complaints Policy. Where a request is refused, the Trust Board will write to the parents clearly setting out their reasons for doing so.
Where the Trust Board agrees a request in principle, they will write to the parents confirming their agreement. A request for admission outside normal age group is not an application for admission, and parents will need to submit a separate application for admission in the usual way at the appropriate time. Where a request for admission to a different year group has been agreed in principle, the letter from the Trust Board confirming this must be submitted with the application for admission.

It is important for parents to note that obtaining the Trust Board's agreement in principle to admission to a different year group does not mean that the child will achieve a place in that year group. The separate application for admission will be considered with all other applications for that year group and the oversubscription criteria applied where necessary.

Applications for Admission

Year 7
Applications for admission to Year 7 must be made to the Local Authority on their Common Application Form, which is accessible on their website.
Applications must be submitted by the closing date, which is 31st October 2020. Parents will be notified of the outcome of applications on "national offer day" which is on or about 1st March 2021 as set out in the Admissions Code.

Year 12 (Sixth Form)
Applications for the admission of external candidates to Year 12 must be made to the School (not the Local Authority) on the Sixth Form Application Form, which accessible via the School's website and in hard copy from the School's office.
Applications must be submitted by the closing date, which is Friday 15th Jan 2021. Parents will be notified of the outcome of applications on or before 1st April 2021.
Following the offer of a place at the School, parents/carers can be asked to provide their child's proof of identification and main residence. The forms of identification may include the child's birth certificate, NHS registration card, council tax bill and recent utility bills.

Late Applications

Applications received after the closing date for applications stated above will be late applications, and will not be considered until after applications received on or before the closing date for applications have been considered and places allocated. This means that the chance of achieving a place will be reduced. The names of those children who do not achieve a place will be placed on the waiting list (see below).

In-Year Admissions

Applications for in-year admissions should be made to the Local Authority.
If more applications are received than there are places available, applications will be ranked by the governing body in accordance with the admissions/over subscription criteria as outlined above.
Applicants will be notified of the outcomes by the School.

Back
Next

Home
Map
Schools
Apply now

Fair Access Protocol

The School is committed to taking a fair and reasonable proportion of children who are vulnerable and/or hard to place, as identified in the locally agreed Fair Access Protocol. Accordingly, outside the normal admissions round, the Trust Board will admit a child for whom a place is requested under the Fair Access Protocol agreed for that school year, even where this will result in the PAN being exceeded.

Waiting Lists

The School operates a waiting list for each year group for the duration of the school year. The names of all children who do not achieve a place in Year 7 will be placed on the waiting list, and it will be open to other parents to ask for their child's name to be placed on the waiting list following an unsuccessful application.

A child's position on the waiting list will be determined solely in accordance with the oversubscription criteria set out above, and not by reference to the date that the application for admission was made. This means that a child's place on the waiting list may go down as well as up, as more applications are received from children with higher priority.

Statutory Right of Appeal

Parents have a statutory right of appeal to an independent appeal panel in the event of a refusal of a place. Appeals are dealt with strictly in accordance with the School Admission Appeals Code 2012.

Information on the appeal timetable (including the deadline for requesting an appeal) will be published on the School's website on or before 28 February after the closing date for applications for that year. Information will also be included in the letter sent to parents notifying them of a refusal.

False and/or Intentionally Misleading information

Parents should note that an offer of a place is likely to be withdrawn if it is found that it was made on the basis of fraudulent or intentionally misleading information provided by parents.

An admission authority must not withdraw an offer unless it has been offered in error, a parent has not responded within a reasonable period of time, or it is established that the offer was obtained through a fraudulent or intentionally misleading application. Please refer to paragraph 2.12 and 2.13 of the Admissions Code for further detail.

Furthermore, in order to address the potential issue of offers being obtained through fraudulent or intentionally misleading applications, the School reserves the right to ask for additional information to check the veracity of the address and other information provided in the application.

Back
Next

Bentley Wood High School

Ofsted outstanding provider

Clamp Hill
Stanmore
Middlesex HA7 3JW
✆ 020 8954 3623
www.bentleywood.harrow.sch.uk

Headteacher: Dr Janice Howkins



PLACES	AGES	GENDER	TYPE
224	11-18	Girls	Academy

Travel map

DfE NO: 310 4032

Home
Map
Schools
Apply now

Our Ethos

"The school's motto, 'learning today: leading tomorrow' permeates through students' attitudes and the commitment of staff: all are united in working together. The school has successfully created an inclusive atmosphere where mutual respect exists." – Ofsted

We are very proud of Bentley Wood. It is a truly outstanding, inclusive academy girls' school which values each of the students equally and recognises their individual gifts and talents. Our CARE values, communication, achievement, respect and empathy, underpin the vision for all members of our diverse and vibrant community. The school has an outstanding record of academic excellence. This is achieved through the highest expectations, together with inspirational teaching and learning experiences. There is a strong sense of pride with the girls and staff showing great commitment to the school.
Our teaching and support staff are of the highest calibre. We all share the vision of achieving our personal best and are committed to working hard.

The school's excellent GCSE examination success has been recognised by Ofsted and in the Government's Performance Tables with both sources confirming that the school adds exceptional value to students' achievement.

Our Curriculum

At Bentley Wood we provide a rich and relevant personalised curriculum that engages, motivates and challenges girls to achieve their best. All students in Year 7 and 8 follow an enhanced model of the National Curriculum. The full range of GCSE courses are offered for students to study. The vast majority of our students follow the English Baccalaureate, which is enhanced by other GCSE options. Homework is an important part of studying and is set daily from Year 7 through to Year 13.

Our curriculum is underpinned by:

- outstanding teaching and support staff;
- the highest expectations of students;
- extensive use of IT in our learning and teaching in school and at home;
- a coherent approach to personal development where we care about every child;
- excellent provision for the most able students.

Pastoral Curriculum and Student Support

Pastoral care commences before girls join Bentley Wood. Parents/carers have individual meetings to establish our close family partnership. During the summer all students attend an induction day. On induction day girls meet their tutors who care for them on a daily basis and stay with them as they progress up the school. The pastoral team ensures that each student's

Next

academic progress, attendance, punctuality and overall development are monitored very closely.

Integral to our pastoral and academic support is:

- our close liaison with primary schools;
- regular consultation with parents/family members;
- detailed assessments and reports;
- parents' information evenings;
- support for students with additional
- learning needs;
- active student voice through school council and their committees and our student leaders.

Wider Interests

"Students' contributions to the school and community are truly exceptional." – Ofsted

At Bentley Wood, students extend their learning and personal development through a wide and exciting range of extra-curricular activities including:

- Duke of Edinburgh programme;
- visits abroad to Spain, France and Germany;
- an extensive range of sporting activities including; tennis, football, aerobics, athletics, netball, and dance;
- annual drama productions and showcases;
- Activity Week which includes rock climbing, skiiing and flamenco dancing
- concerts of music and dance;
- visits to art galleries, museums and theatres;
- an extensive range of lunchtime and after school clubs and activities;
- Breakfast Club daily from 7.40am – 8.40am offering a free healthy breakfast;
- Student Leader groups including Student Careers Leaders, Eco Club, Young Philosophers, Digital Leaders, Year 7 Transition Prefects, Human Rights Ambassadors and Mental Health and Mindfulness Ambassadors.

Our Facilities

Bentley Wood is set in a unique environment in Harrow, and its facilities, indoors and outdoors, are acknowledged as superb:

- A brand new state-of-the-art school building with 13 additional classrooms
- 27 acres of woodland, tennis courts, hockey fields and athletics track;
- A brand new sports hall with outstanding facilities
- 8 new science laboratories
- New outstanding library facilities
- 7 new IT suites plus Apple Mac facilities in music, art, technology, health and social care as well as iPads for students
- A modern Sixth Form building
- Purpose-built drama and dance studio
- Fully refurbished technology suites.

> ***"My daughter has had an amazing first year in high school, I have seen her grow in confidence as well as academically. This is thanks to the high aspirations and dedication of the staff here at Bentley Wood, giving her opportunities and experiences she has not had before."***
>
> ***– Year 7 parent***

Conclusion

"Students' behaviour around the school and their attitudes to learning in lessons are exemplary." – Ofsted

Bentley Wood is a flourishing and successful school in which staff, students, parents and the school's Governing Body all work together in partnership to ensure that every student is able to fulfil her potential in all aspects of school life by achieving her best.

Bentley Wood High School

The Academy Trust will comply with the requirements of the Funding Agreement and the School Admissions Code, and recognises that its 'relevant area' is the London Borough of Harrow since this is the local authority area within which the school is situated.

Home
Map
Schools
Apply now

Number of places

The number of year 7 places available for September 2021 entry (the 2021/22 school year) will be 224. If you are a parent resident in Harrow, applications for September 2021 entry should be made via the Harrow co-ordinated admissions scheme (for more details see the 'school admissions' section of the Harrow Council website). If you are a parent resident outside Harrow applications should be made through your home local authority's admissions scheme. The school will hold an open evening in September/October where prospective students and their parents are welcome to visit and find out more about the school; this will be advertised on the school website.

Oversubscription Criteria

If there are fewer applicants than there are places available for Year 7 entry in September 2021, everyone who applies will be offered a place.
Girls who have an Education, Health and Care Plan or statement of special educational needs which names the Academy will be allocated a place at the Academy in accordance with their statutory entitlement.
If there are more applicants than there are places available after the admission of girls with an Education, Health and Care Plan or statement of special educational needs naming the academy, the following criteria will be considered, in order, to determine who will be offered a place:

1. Girls who are looked after or were previously looked after A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, child arrangements order, or special guardianship order. (See below for definitions of girls who are looked after or were previously looked after);

2. Medical or social needs of the child Girls for whom it is essential to be admitted to a specific school because of special circumstances to do with significant medical needs and or social needs. (See below for definition of medical or social needs of the child);

3. Medical reasons relevant to parent(s) Parent(s) where there are special medical reasons for seeking a place for their daughter at the school. (See below for definition of medical reasons relevant to parent(s) and parent);

4. Siblings Girls with a sister attending the academy in years 7 to 11 at the time of application. The sibling link does not apply to students who are attending the sixth form in September 2019. (see below for definition of sibling);

5. Children of staff of the school Girls where their parent(s) has been

Back
Next

Home
Map
Schools
Apply now

employed by the academy trust at the academy for at least two years at the date of admission or where the member of staff has been recruited to a vacant post where there is a demonstrable skills shortage (see below for definition of parent); and

6. Children transferring from primary schools within the Academy Trust Up to 20 places will be allocated to children from Aylward Primary School allocated to the girls who live closest to the school.

7. Random computer selection All except 60 places will be allocated on the basis of random selection made by computer after girls have been allocated places under criteria 1 to 6 above;

8. Distance from home to school 60 places will be allocated to the girls who live closest to the school. This must be the address where parent and girl normally live and they must be living there on the closing date for receipt of applications (see below for definition of distance).

Girls of multiple births: In cases where there is only one place available at the school and the next girl on the waiting list is one of a twin, triplet or other multiple birth group, both twins (or all the siblings in the case of other multiple births) would be admitted, even if this meant that the school would admit in excess of the admission number.

Definitions

Distance The home address is where a girl normally lives. The distance will be measured in a straight line from the address point for the home address to the centre point for the school site. Each centre point factors in on-site buildings only and is agreed by the school. Distance is calculated using a computerized mapping system based on Ordinance Survey data. To find distances to schools in Harrow go to www.harrow.gov.uk/distancetool. In cases where applicants live equidistant from the preferred school and places cannot be offered to both girls, the available place will be allocated using a random computer selection.

Home address This must be the address where parent and girl normally live and they must be living there on the closing date for receipt of applications. Confirmation of address will be required. Where a girl lives with parents with shared responsibility, each for a part of a week, then the address used will be the address where the girl spends the majority of the school week. Where residence is split equally between parents, if no joint declaration is received by the closing date for applications, the home address will be taken as the address of the parent who receives child benefit; in cases where parents are not eligible for child benefit the address will be that of the parent where the child is registered with the doctor.

Children who are looked after or were previously looked after A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

This includes children who were adopted under the Adoption Act 1976 (see section 12 adoption orders) and children who were adopted under the Adoption and Children's Act 2002 (see

Back
Next

Home
Map
Schools
Apply now

section 46 adoption orders). Child arrangements orders are defined in s.8 of the Children Act 1989, as amended by s.12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order.

Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

Medical or social needs of the child
The application must be supported by written evidence, including indicating why a single-sex education is required. The supporting evidence should set out the particular reasons why the academy is the most suitable school and the difficulties that would be caused if the child had to attend another school.

The recommendation for this specific school should demonstrate knowledge of the school in terms of resources and organisation which deems it essential that the named pupil be admitted to the academy. The academy can only consider entry under this criterion if the required documents have been produced.

Applications made on medical grounds must be accompanied by compelling medical evidence from a hospital Consultant at the time of application. The letter from the hospital consultant must provide information about the girl's medical condition, the effects of this condition and why, in view of this, the girl needs to attend the academy, including the reasons for requiring a single-sex school. In assessing these applications advice may be sought from Harrow's Special Education Needs Service.

Applications made on social grounds must be accompanied by compelling evidence at the time of application. Social needs claims will only be considered where there is involvement from a social worker. The application will need to be supported with a letter from a Divisional Director of Children and Young People Services or a person holding a similar role in another local authority. The director must set out in detail the wholly exceptional circumstances that in their view require attendance at the academy, including the reasons for requiring a single-sex school, and the difficulties if the child had to attend another school.

Parents can only make an application under this criteria (whether for medical or social need) to one school in Harrow.

Medical reasons relevant to parent(s)
Applications will only be considered for the parent(s) with whom the girl lives and must be accompanied by compelling medical evidence from a hospital Consultant at the time of application, including the reasons for requiring a single-sex school. The letter from the hospital consultant must provide information about the parent's medical condition, the effects of this condition and why, in view of this, the girl needs to attend the academy. If the academy is not the closest school to the home address, the consultant must set out in detail the wholly exceptional circumstances for attending the academy and the difficulties if the girl had to attend another school.

In assessing these applications independent advice will be sought as

Back
Next

Home
Map
Schools
Apply now

appropriate (e.g. Harrow Association of Disabled People).

Medical claims relevant to parent(s) will only be considered for one school and this should be named by the consultant.

Parent(s) making a medical claim solely on the grounds of the young person's need to be accompanied on the journey to school will not be allowed.

Sibling Where girls live as sisters in the same household they are treated in the same way as siblings for admissions purposes. This includes a girls' sister, half-sister, adopted/foster sister, or step sister living in the same family unit at the same address. It does not include cousins or other extended family members who live in the same household. In the case of twins, triplets and other multiple-birth children, if one child can be offered a place in the school, other multiple-birth children will be allocated a place in the school.

Where twin girls are concerned and one girl has a Statement of Special Educational Needs or Education, Health and Care Plan that names the school the other twin will be treated as having a sibling link for that academic year.

Parent this means the parent who has parental responsibility as defined in the Children Act 1989, or the person in the household who is defined as a parent for the purposes of Section 576 of the Education Act 1996. This could include a person who is not a biological parent but who has responsibility for the girl (such as a child's guardians) but will not usually include other relatives such as grandparents, aunts, uncles etc. unless they have all the rights, duties, powers and responsibilities and authority, which by law a parent of a child has in relation to the child and their property.

Notification and acceptance of places
In accordance with the co-ordinated admissions policy, on 1 March 2021 the Local Authority will make the formal offer of a place to parents or carers on behalf of the Academy Trust.

The onus is on parents to contact the Local Authority by their specified date (expected to be around 16 March 2021) to either accept or decline the offer of a place. This will in no way affect parents' right to appeal for a place at another school. Harrow Council will write to all parents who have not accepted or declined an offer giving them a further 7 days. If no response is received a further letter will be sent to advise that the place has been withdrawn.

Unaccepted places will be allocated to other applicants.

Appeals procedure

Parents can choose to appeal against the decision of the academy trust not to offer their daughter a place at the academy. Harrow Council administer any admissions appeals on behalf of the academy trust. To appeal against the decision not to offer their child a place, parents must complete the appeal forms that are available on the Harrow Council website or from the Harrow Council Admissions Team (020 8901 2620). To be considered in the first round of appeals, the notice of appeal must be received by the Council by their specified date (expected to be around 31 March 2021).

Back
Next

Home
Map
Schools
Apply now

The appeal will be heard by an independent appeals panel constituted and operated in accordance with the School Admissions Appeals Code. Parents will receive written notification of the date and time of their appeal hearing, which they can attend to explain their case. If they wish, parents may be accompanied by an adviser or friend. Following the appeal, the Clerk to the appeals panel will write to parents with the decision.

Waiting list for the incoming Year 7

Parents / carers can ask for their girl's name to be put on a waiting list for the academy. The waiting list will be maintained by Harrow Council Admissions Team on behalf of the academy trust from the offer date (1st March 2021 until the end of the academic year).

The waiting list will give priority in accordance with the admissions criteria. Any places that become available will be filled in priority order from the waiting list or late applicants. Whenever an applicant is removed from or added to the waiting list, the list will be reordered in accordance with the oversubscription criteria.

In-Year applications

If a parent wants to make an in-year application for a girl to join the academy they should complete the Common Application Form for In-Year Admissions that is available on the Harrow Council admissions website (www.harrow.gov.uk/schooladmissions) or from the Harrow Council Admissions Team (020 8901 2620). There is no Supplementary Information Form for the academy; parents only need to complete the Common Application Form. The Common Application Form should be returned to the Harrow Council Admissions Team who will then liaise with the schools who are listed on the form and write to the applicants with the result of their application.

In-Year admissions will be considered in accordance with the number of places available at the school in the 2021/22 school year. Any places that become available will be filled in priority order from the existing waiting list and any current applications. The waiting list will be ordered in accordance with points 1-6 of the oversubscription criteria outlined above.

Fair access protocol

As part of the co-ordinated admissions arrangements with Harrow Council the school may accept hard-to-place pupils onto the school roll from time to time in accordance with the In-Year Fair Access agreement.

Admission of a child out of the normal age group

In exceptional circumstances, parents or carers may wish to seek admission to a year group that is not the normal group for a girl of that age. If a parent or carer is considering this, they must contact the school for a discussion prior to making an application. The Headteacher will consider a request and make a decision on the basis of the circumstances of the case and the best interests of the child concerned.

This will include consideration of the parent's or carer's views, the academic, social and emotional development of the girl, any relevant information

Back
Next

Home
Map
Schools
Apply now

provided by medical professionals, and whether they have previously been educated outside of their normal age group. If the Headteacher refuses a request to consider an application for outside of the child's normal age range, they will set out the reasons for this refusal.

If the Headteacher agrees to the request, if the application would then seek entry into Year 7, the application would be processed as part of the main admissions process and using the over-subscription criteria outlined above (if the request was received after the closing date for Year 7 entry then the application would be considered alongside other late applications).

While parents have a right of appeal against a decision to refuse admission to their daughter, there is no right of appeal if they have been offered a place but not in their preferred year group.

Admission to the Harrow Collegiate for Sixth Form

All girls may continue to study in the sixth form of their current school, providing they meet the entry requirements of their selected courses.

A collegiate system operates at sixth form level within Harrow and some courses are offered through this arrangement. As a result, some students from other schools and/or colleges join courses at a particular sixth form and some students from the school may join sixth form courses in other schools and/or colleges.

Applications should be made to the school by the first Friday in February in the academic year preceding the year of entry. Any applications from students who are not currently students at the academy will be judged according to the same entry requirements of the school and their selected subjects and will be offered places if there are spaces available in those subjects.

Back
Next

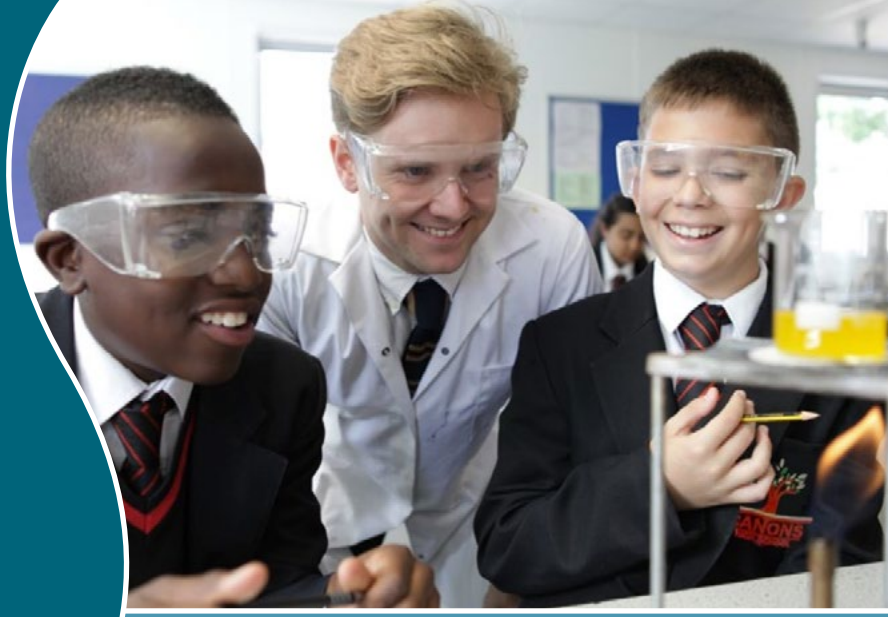
Canons High School

At the heart of our community, with community at our heart

Shaldon Road
Edgware
HA8 6AN
✆ 020 8951 5780
www.canons.harrow.sch.uk

Headteacher: Mr Keven Bartle

DfE NO: 310 4022



PLACES	AGES	GENDER	TYPE
210	11-18	Mixed	Academy

Travel map

Home
Map
Admissions
Apply now

Canons is a vibrant, successful and heavily oversubscribed school. Our vision statement is "at the heart of our community, with community at our heart", reflecting our inclusive, supportive and family-focused ethos. We recognise and understand that you want us to care for your children as well as ensuring that they have a high quality education.

Great Learning

At Canons, students follow a three-year key stage three programme during which they study the national curriculum in computer science, technology, history, geography, religious studies, PE, drama, art, music, as well as English, maths and science. Students are able to sample Italian, French and Spanish before choosing which language to study for the rest of Years 7, 8 and 9.

With these strong foundations, students at Canons begin GCSE studies in Year 10. They choose four options subjects which they study for two years, taking exams by the end of Year 11. Students take two more options in Year 10 and in Year 11. From September 2020 we have changed our curriculum model so that students in all year groups gain time in school, increasing our weekly offer from 25 hours to over 28 hours of learning time. This has allowed us to increase the October half term from one to two weeks, ensuring that staff and students can refresh themselves to ensure teaching and learning are always effective.

"The school's innovative curriculum makes a strong contribution to pupils' learning across a wide range of subjects." Ofsted, 2019

Of course, not all student learning is academic in nature. At Canons, students can choose from a wide range of extra-curricular clubs and activities, including sports clubs such as football, netball, basketball, cricket, gymnastics, karate and dance. Other activities include astronomy club, film club, student masterchef, eco-warriors and digital leaders. All clubs, curriculum trips and course materials, are free of charge because we believe that a good education is a right not a privilege.

"Pupils benefit from rich and varied extra-curricular provision. This makes a strong contribution to their personal development." Ofsted, 2019

Canons' students also follow a personal, social, health and citizenship programme. We have a strong Learning Development team to support students with SEND and those with English as an additional language, seven learning mentors who support students at risk of underachievement, and a school counsellor to support students facing challenging issues. This led Ofsted to say that "Pupils feel safe as a result of strong support for their well-being." It is a statement of which we are very proud.

Great Achievement

Because students learn so well at Canons, we have had a track record of success in GCSE and BTEC examinations stretching back to 2010. This was recognised in our recent Ofsted inspection:

"In 2017…pupils' progress in their best eight subjects combined placed the school in the top 10% of all schools nationally." Ofsted, 2019

Next

Although outcomes appear lower in 2019, this was because some students' qualifications were not counted for school performance tables and, in reality, they achieved as highly as previously. Our enhanced curriculum from September 2020 significantly increases the time students will have in lessons in both their core subjects and their option subjects.

"Inspectors found compelling evidence… that pupils make consistently good progress across many curriculum areas, including the humanities, the arts and modern foreign languages." Ofsted, 2019

Our students' success is also the result of focused support for students with the greatest needs, both in and out of the classroom. Canons has a record of helping students with low prior attainment, special educational needs and English as an additional language to 'close the gap' with their peers. We are absolutely dedicated to being an inclusive community.

"Staff are well informed about how to meet the pupils' individual needs." Ofsted, 2019

Above all else, at Canons we recognise that school is important as a place where children become young adults ready to venture out into the world. The high levels of exam success, and our inclusive sixth form curriculum, ensure that a much higher percentage of Canons students go on to higher education or degree-level apprenticeships than is the case in schools nationwide.

Great Partnership

Students at Canons benefit from the incredibly strong partnerships we have with families, local employers, social services, the police, and a wide range of other educational providers. We regularly hold parent partnership events to help keep you informed about your child's education and to offer the opportunity for you to hear from experts on things that may affect your family as your child grows through adolescence, such as the potential risks of social media.

"Leaders use their strong understanding of local risks to ensure that pupils who may be vulnerable to harm are kept safe and protected and receive the early support they need." Ofsted, 2019

Our partnerships also ensure that the children have access to opportunities to learn beyond the curriculum, and to show their leadership skills in the wider world. Sports leaders have worked with primary school students, digital leaders have taken part in conferences across Europe and our student government have liaised with local and national employers in recent years. We have also established an excellent and very successful relationship with Barnet FC and the London Bees to allow aspiring professional footballers to combine apprenticeships with academic qualifications.

Great Professionalism

The community focus of Canons High School means that relationships between staff and students, and between students, is of paramount importance. It is a wonderful place to work and study, which explains why staff recruitment and retention are so strong. This allows your children to develop long-term and productive relationships with their teachers. It also ensures that staff at the school have enhanced skills in meeting the needs of all students so that they learn well and achieve highly.

"The headteacher has developed a very strong culture of professional development at the school. He is highly valued, respected and supported by staff." Ofsted, 2019

This is a very good time to be joining Canons High School. After two 'outstanding' Ofsted judgments in 2010 and 2013, we lost this status in 2019 and are determined to achieve it again at our next inspection. We have made significant changes in all of the key areas identified and these improvements have had a massive impact on learning and achievement across the school. Whilst we have done this, we have also kept and reinvigorated the things we do well so that Canons remains a great school for its community of families, students and staff.

Harrow High School

Excellence for all

Gayton Road, Harrow,
Middlesex HA1 2JG
✆ 020 8861 7300
✉ office@HarrowHigh.com
www.HarrowHigh.com

Headteacher: Mr Paul Gamble

DfE NO: 310 4033



PLACES	AGES	GENDER	TYPE	
180	11-18	Mixed	Academy	Travel map

Home
Map
Admissions
Apply now

Achievement

Harrow High School is an exciting and dynamic school. We have a track record of excellent examination outcomes at both GCSE and post-16 level (A-level and BTEC) where, year on year, learners make excellent progress. We know that when young people join us their parents expect them to be successful and to enjoy school, and we work hard as a community to meet and exceed these expectations. Our staff expect to learn too and are all involved in research and pedagogical study to ensure that their practise is constantly evolving, allowing us to deliver even greater rates of progress for our learners.

Our strong academic success is a testament to the dedication of our teaching staff, together with the outstanding pastoral support provided by experienced senior staff. As a result, learners from Harrow High regularly secure places at some of the best universities in the country. We have the highest expectations of each other and this is reflected in the excellent behaviour and attitudes to learning of our young people. Our core beliefs are based around the expectation of excellence and are the characteristics we want our learners to leave with after a long and happy education.

School Beliefs

We believe in Excellence for All. This means:

- Excellent learning and progress
- Challenge and engagement, meeting and exceeding targets
- Excellent aspirations
- Quality progression, passion for learning
- Excellent behaviour, safety and care for each other
- Respectful challenge, showing empathy
- Excellent communication
- Understanding each other, clarity of purpose

Teaching and Learning

"Students are keen to learn and there is a good atmosphere in classrooms. Teaching in English and maths is outstanding" ***– Ofsted***

Our dedicated and skilled staff ensures excellent teaching and learning for all. Classes are energetic, vibrant and tailor-made to meet the needs of individuals, whatever their level of ability. At Harrow High School we truly believe in excellence for all. We are proud of our learners. The school's strategy to raise achievement is reflected in our continued upward trend in GCSE and A level results and the excellent rates of transition to university. Exam results are only one facet of school life.

The school has the highest aspirations for all of our learners. If learners believe they will be successful, they will be. We work hard to embed within them confidence and a desire for success in all that they do. Our aspirations programmes involves cultural and philosophical activities which help young people develop this. Education outside of the school premises is key to this.

Next

Every learner is involved in at least three cultural trips every year, designed to expand their horizons and all learners will have the opportunity to experience foreign travel. This year, our Year 8s are visiting Paris. In addition, a wide range of excursions take place across all faculties in the school which support learning across the curriculum.

"It has been a great experience for my daughters to attend Harrow High School for the past few years, as the school has helped them since their very first day… The positive experience of my daughters in the Sixth Form, achieving A* A* A C in Year 13 and achieving AAAA grades in Year 12 encouraged me to enrol my youngest daughter in Harrow High School too" – Parent

"I am very grateful to all the staff at Harrow High School, for supporting my daughter so much over her time in the school. Her successes (achieving Triple Distinction* in BTEC Science) would not be possible without the hard work and encouragement of her teachers" – Parent

Behaviour and Safety

We expect good behaviour in school at all times and learners to be polite, co-operative and respectful of their teachers and each other. Excellent attendance, punctuality and being prepared for classes is essential.

"The teachers were always there for us when things got hard, offering support and advice. The friendly environment and people at Harrow High School are amazing". – Learner

Pastoral System

All year groups are supported by a Standards and Achievement Leader, an Assistant Standards and Achievement Leader, a member of the senior leadership team and form tutors who all ensure that students are well cared for and provides the link between home and school. On the rare occasion when children need extra support they are able to speak to their form tutors or specially trained peer mentors. Students are recognised through the praise and reward system.

"Students say they feel very safe in the school and are extremely well cared for" – Ofsted

As a parent/carer you have a vital role in supporting your child in school. Parents are invited in for regular parents' evenings to discuss academic progress, or to discuss option choices and students receive three reports a year. The learner planner and the school website are also good sources of information.

Sixth Form

Our learners are happy studying in Key Stage 5 knowing they have made the right choice, working in a familiar environment with teachers who are always there to help, encourage, support and teach outstanding lessons. The majority of our Year 11 stay on to join our expanding Sixth Form, with excellent progress rates to university, apprenticeships or employment.

"I put my English results down to two things – hard work and… the best teacher in the world!"
– Year 11 Learner, A**(9) x 2 in English language and English literature, plus AAAABB)

"Quite simply Teachers! Teachers! Teachers!"
– Year 11 Learner, A**(9) in English literature, plus A*AAAAABB)

Students are clearly proud of their school and value the great efforts staff are prepared to go to in order to help them. Parents and carers echo this view very strongly. Visitors comment on the warmth of our children's welcome and this is instrumental in building learners' confidence and ambition.

We want to ensure your child is happy at school. Do come and visit us to find out more about Harrow High School.

Hatch End High School

High Performing Specialist School

Headstone Lane, Harrow,
Middlesex HA3 6NR
✆ 020 8428 4330
🖷 020 8428 9286
✉ admin@hatchend.harrow.sch.uk
www.hatchend.harrow.sch.uk

Headteacher: Ms Sue Maguire

DfE NO: 310 4020



PLACES	AGES	GENDER	TYPE
210	11-18	Mixed	Academy

Travel map

Consistently in the top performing schools nationally for student progress at GSCE and A Level, Department for Education

Home
Map
Admissions
Apply now

Our Mission

"The school has a welcoming and inclusive ethos. Pupils say they feel part of a harmonious community. The diversity of cultures and experiences pupils bring to the school is celebrated and valued. Pupils respect different lifestyles and cultures." Ofsted 2018

At Hatch End High School, we care about and are totally committed to each and every student's academic success and personal well-being. Our core purpose is to enable all young people to make exceptional progress and achieve outstanding outcomes so they are able to live fulfilling and successful lives. We are proud of being a high performing, inclusive community school which welcomes all cultures, faiths and beliefs. Our core values of co-operation, ambition, respect and excellence underpin everything we do.

An Outstanding Curriculum

"The curriculum motivates students and promotes their skills and knowledge development effectively. Students say that the promotion of independent learning skills helps them prepare well for future learning and work." Ofsted 2018

We offer a broad, ambitious and personalised curriculum which provides for all abilities, challenging the most able and developing skills and talents for all groups of students. The Parliamentary Review published in September 2018 has recognised our outstanding curriculum on a national level. We believe STEAM subjects (Science, Technology, Engineering, Arts and Mathematics) are major contributors to the prosperity of the UK and our curriculum reflects a creative and inspirational approach to teaching and learning in all subjects, including English, Languages and the Humanities.

After a sound foundation in Years 7 and 8, students commence GCSE studies at the beginning of Year 9. These GCSE pathways are carefully constructed to allow choice and flexibility in a wide range of academic and applied subjects. In Years 12 and 13, our flexible and student-centred curriculum enables students to choose from an exceptionally wide range of courses, after which over 90% of students move successfully on to University, many of them Russell Group.

Our students consistently make outstanding progress and we are regularly in the top 20% of all schools nationally for both GCSE and A Level performance. However, this academic excellence is paralleled by our equal commitment

Next

to develop the personality, talents and abilities of all our students.
We care about our young people as individuals which means always ensuring a careful balance between challenge and support.

"Published examination results confirm that learning has remained strong across the school, particularly in the Sixth Form." Ofsted 2018

A Tailored Learning Experience

"One of the central reasons for pupils' success is the clear and effective promotion of their well-being." Ofsted 2018

We recognise that everyone needs to be challenged throughout their school life and we place great emphasis on monitoring individual academic progress with regular and robust assessments. Our most able students are given numerous opportunities to excel, including the opportunity to study two modern foreign languages and acquire membership of the nationally renowned Brilliant Club. Our Aspirations Programme provides high quality academic enrichment activities for all students, including strong links with Oxbridge and the Russell Group Universities. When a student is identified as having a particular learning need, our large and very experienced Special Educational Needs team provides an extensive variety of interventions to support the individual and allow them to have equal access to the curriculum, enabling them to consistently make outstanding progress. The school also provides the Local Authority Hearing Impaired Provision, which is a beacon of best practice.

"I have had so many fantastic opportunities over my seven years at Hatch End High School and am now looking forward to being successful at university." (Year 13 student)

Awards and Achievements include:

- Regularly in the top 20% of schools nationally for student progress at GSCE and A Level
- Partner School with Oxford and Cambridge Universities
- High Performing Schools Award - The Schools, Students and Teachers Network
- Inclusion Quality Mark, 2018
- Cultural Diversity Quality Standard GOLD – The Schools, Students and Teachers Network
- Parental Engagement Standard GOLD - The Schools, Students and Teachers Network
- Arts Mark GOLD – The Schools, Students and Teachers Network
- TeachFirst Partner School

The Hidden Curriculum

Inspirational teaching and learning in the classroom ensures our students' academic success. Hatch End High School also believes that an outstanding education offers all students an extensive range of extra experiences, which will enable them to develop and be truly successful in life. We ensure our young people have full access to the same kinds of opportunities in the private sector.

In Years 7 and 8, all students have a timetabled hour where they are able to choose from an enrichment offer which will provide them with new skills and broaden their horizons. They are also actively encouraged to become involved in a wide range of supplementary activities provided before and after school, at breaktime and out of school hours. These will include sport and the arts as well as character forming programmes such as Duke of Edinburgh: Brilliant Club; Debate Mate; Young Enterprise; Maths Challenge; BBC News Report and the National Citizen Service.

Our Science, Technology, Engineering and Mathematics enrichment programme is second to none, and students compete in regular challenges as well as making frequent visits to the Russell Group Universities to participate in a wide range of Masterclasses and an annual visit to CERN in Geneva.

The Arts are woven into the very "fabric

of the building" at Hatch End High School and brought alive in the main curriculum areas as well as our extensive enrichment provision. The Music Department offers a huge arrange of opportunities – from individual instrumental lessons to banks, choirs and many, many public concerts. Our whole school productions are now legendary across Harrow and London.

Learning outdoors is essential to develop resilience, and we offer many visits to centres like PGL and HOAC. The challenges and experiences students face are invaluable markers for future life – building self-confidence, a spirit of adventure and teamwork. An exciting variety of trips, both locally and internationally, take place throughout the whole year, from the Battlefields in France and Belgium to the Art Galleries of New York and the many wonderful free museums in London.

"Pupil satisfaction and pride are echoed by parents and carers in the feedback they provide to the school. Parents highlight the individual attention and additional help pupils receive to help them succeed."
– Ofsted 2018

Prime Location

Hatch End High School is conveniently situated in the North West of the borough with easy access to Central Harrow as well as Hertfordshire, Brent, Hillingdon and Barnet.

We are well serviced by the local bus routes: the H12, H14, H18 and 182 – the H12 and H14 stopping directly outside the school. The journey to Central Harrow is only 10 minutes by bus and Headstone Lane Overground train station, which services the Euston - Watford Overground line, is a 5-minute walk away.

Whilst the majority of our students live in Harrow, we welcome each year, students from Hertfordshire, Brent, Hillingdon, Ealing and Barnet.

Brand New School

Hatch End High School has undergone a multi-million pound regeneration programme which now delivers some of the very best bespoke facilities to support our student's learning and development including:

- Brand new school building opened in September 2019 providing 23 classrooms, including specialist ICT rooms, plus a showcase state of the art library.
- Newly refurbished Great Hall, the largest theatre space in Harrow.
- Fully refurbished science laboratories and state-of-the-art technology suite.
- Modern Sixth Form Centre with designated private study room and bright relaxation area.
- Exceptionally spacious site with new grassed football pitch, an all-weather floodlit games area and two gyms.
- Beautifully designed performance studio to complement our performing arts and drama curriculum.
- Specialist art classrooms, including a photography darkroom and pottery kiln.
- Professional recording and radio station.

We place great emphasis on harnessing new technologies to deliver transformational teaching & learning across all areas of the curriculum. With over 1,200 devices including desktops, tablets, iPads plus specialist multimedia suites for video and music editing, students have access to the very best equipment.

Nower Hill High School

A National Teaching School

George V Avenue, Pinner,
Middlesex HA5 5RP
✆ 020 8863 0877
www.nowerhill.org.uk

Headteacher: Ms Louise Voden

DfE NO: 310 4024



PLACES	AGES	GENDER	TYPE
324	11-18	Mixed	Academy

Travel map

Home
Map
Admissions
Apply now

Our Vision

Nower Hill High School exists to enhance the future life chances and opportunities of all our students, whatever their starting point, by providing a centre of educational excellence at the heart of our community in which all our students can fulfil their potential. We aspire to be a world class school developing world class students.

Our Aim

Our aim is to realise our vision by a relentless focus on the development of highly literate, articulate, numerate, resilient and confident students who are equipped with the ambition, qualities and qualifications necessary to compete in the 21st century global economy.
Our ethos is based on the following values:-
LEARNING: an enjoyment of learning, knowledge, literacy, articulacy and numeracy, creativity, hard work, teamwork, a can do attitude to overcome adversity.
SELF: self-discipline, excellent behaviour, smartness of appearance, high self-esteem and self-respect, resilience, personal pride, a healthy lifestyle.
OTHERS: integrity, respect, impeccable manners, kindness, honesty, empathy, the appreciation of diversity.

Awards

• Amongst the top 100 highest performing non-selective state schools • Specialist Schools and Academies Trust High Attaining School • Specialist Schools and Academies Trust Value Added School • Healthy School • Partner School with Cambridge University • Partner School with Middlesex University • Eco School • Artsmark Gold • Ofsted Outstanding • World Class Schools Quality Mark • The Good Schools Guide

Academic Standards

Nower Hill is well known for its very high academic standards; this is a priority for us and our track record is one of success and improvement. In 2019, 80% of our students achieved a GCSE Grade 4 or higher (A* to C) in both English and Mathematics, 36% of all GCSE grades were 9-7 (A*/A), 79% of all grades were 9 to 4 (A* to C). Our progress at GCSE places us in the top 14% of schools nationally. Nower Hill also performs well above the national

Next

average in the 6th form. In our large Year 13 A level cohort of around 200 students 64% of all grades achieved were at A* to B and 22% of all A level grades were at A* and A. This year's Value Added analysis places our A level performance comfortably inside the top 10% of schools, with over 90% of students moving on to their university of choice.

"Students are extremely keen to achieve. They engage quickly in lessons, maintain high levels of concentration and acquire knowledge rapidly. This, together with teachers' exceptional planning, high expectations, positive relationships and examination focus, contributes significantly to students' outstanding academic progress over time." – Ofsted

Key Stage 3 (Years 7 and 8)

The full range of core and foundation subjects are taught at KS3. Students study English, Mathematics, Science, PRE, Citizenship, computing, PE, Art, Classical Studies, Design Technology, Drama, Geography, History, Music and a discrete period focusing on Oracy skills. Students will study two languages from French, German, Latin and Spanish. Ancient Greek and Mandarin are an additional option for some.

Key Stage 4 (Years 9, 10 and 11)

From Year 9 students study the core subjects of English, Mathematics, Science, PRE, PE, Citizenship, and are able to choose up to 4 more subjects which provides a personalised KS4 course in anything from 6 up to 10 GCSEs. This means that within a broad and balanced programme we can meet the needs of every student. We offer over 25 subjects to GCSE. A number of students may take up the option of an early entry in Ancient History, Ancient Greek or Astronomy GCSE.

6th Form

"The Sixth Form is outstanding." – Ofsted

- Nower Hill has a large and successful 6th Form of some 400 students studying 3 or 4 A levels in Year 12 and 13 from a range of more than 40 subjects
- The ALPS (A Level Performance System) identifies our overall 3 year A Level performance trend as excellent
- The purpose built Howard Freed 6th Form Centre offers excellent teaching accommodation, social and study facilities and has a complement of over 100 computers
- 6th Form private study periods are supervised and supported in one of two study centres
- The vast majority of our students progress to Universities including Oxford and Cambridge.

Student Support

"Behaviour and safety are outstanding. Students overwhelmingly agree that the school is a safe place to be" – Ofsted

- Outstanding support is evident throughout the school. We have strong systems to provide appropriate support in meeting the needs of individuals and to ensure all students feel secure
- One Deputy Headteacher, Student Support and 3 Assistant Headteachers, Student Support, who oversee each stage, in

addition to a dedicated Assistant Headteacher for Inclusion
- Each Year group has 2 Year Co-ordinators who lead and manage 162 students each
- Form groups of 27 with continuity of Form Tutors.
- Lesson by lesson electronic monitoring of attendance, homework, equipment, behaviour and effort
- Systematic follow up by Year Co-ordinators to address any concerns in effort, homework or behaviour
- Close liaison with parents, with 2 written reports as well as a Parent/ Carers' Consultation meeting each year. There are 2 opportunities for parents of the new Year 7 to meet with staff before Christmas
- Rewards and celebration of achievement
- Many opportunities for student leadership and responsibility
- Attendance Officer
- School Counsellor
- School Nurse
- Daffon Centre
- Mentoring centre including 6th Form and Year 11 Peer Mentors as well as outside mentors
- Award-Winning Careers Education
- Individual guidance interviews with senior staff at transitions and other points as necessary
- Inclusion Centre

Before and after Nower Hill

We work very closely with Primary Schools to ensure good academic progression and effective pastoral care. We are also proud of our 6th Form destinations. Since the inception of the 6th Form students have gained university places at a range of universities including Oxford and Cambridge, in a range of courses including medicine and dentistry.

"They are exceptionally well prepared for the next stages of their education and over 90% of all Year 13 students have progressed to Higher Education since the 6th Form opened" *– Ofsted*

Extra-Curricular Activities

"The curriculum provides a rich and highly relevant range of opportunities, both in and out of the classroom. Enrichment opportunities are extensive" *– Ofsted*

Activities include: music, drama, a whole host of sports teams and clubs, Duke of Edinburgh Award, a variety of school journeys, numerous educational visits and trips abroad. Our Library and Learning Resource Centre and our ICT rooms are open out of school hours; homework and study clubs are also available.

Excellent Facilities

We are both proud of our facilities and constantly striving to improve them. They include:

- Suites of rooms for every subject, enabling specialist teachers to each have their own classroom within a faculty suite
- Every faculty has access to sets of tablets situated in their curriculum area; with subject specific software and broadband access to a filtered Internet. There are 36 PCs in the Learning Resources Centre and over 100 in the 6th Form Centre
- Every teacher has a laptop or tablet; digital projection and interactive whiteboard technology is available in every classroom
- 16 modern Science laboratories
- A new teaching block for the

English and Science faculties
- A high quality Arts building housing Music, Dance, Drama and Sports Hall for PE
- Superb suite of Visual Arts studios representing an outstanding and unique learning environment, incorporating multimedia and photography
- An extensive Design and Technology centre incorporating Food, Textiles, Graphics and Design in wood, metal and plastics
- A large and extensive Library and Learning Resources Centre equipped with ICT facilities and a silent 6th Form study room
- Specialist 6th Form areas and rooms
- A fully resourced Careers Room
- A Dining Centre and 6th Form Refectory
- State-of-the-art all-weather field
- A fully equipped medical centre

Home
Map
Admissions
Apply now

Open Week

Nower Hill High School will offer a Virtual Open Week to welcome prospective parents/carers and children to see the school.

Parents/Carers and children will have the opportunity to hear presentations from the Headteacher, senior staff and students followed by a virtual tour of the school. All information about the school can be accessed via the Nower Hill High School website from **9am on Monday 28 September**.

Parents/Carers are also welcome to view a copy of our School Prospectus, which will be made available online during Open Week. A collection service from school will also be offered for those families wishing to obtain a hard copy.

Back
Next

Park High School

A Leading Edge School

Thistlecroft Gardens, Stanmore,
Middlesex HA7 1PL
✆ 020 8952 2803
www.parkhighstanmore.org.uk

Headteacher: Mrs Colette O'Dwyer

DfE NO: 310 4021



PLACES	AGES	GENDER	TYPE
270	11-18	Mixed	Academy

Travel map

Home
Map
Admissions
Apply now

Purpose

Park High School combines the best of traditional values with a leading role in important and exciting new developments in education. Central to our purpose is a desire and drive to impact positively upon all members of our learning community. We promote self-belief and encourage all to fulfil their potential in both the academic and wider curricula.

School should be an environment in which we grow and then continue to do so, thus we inculcate a love of life-long learning. In collaboration with our parents and carers, our aim is to support our young people to become successful and capable adults and global citizens.

People

Park High School is a hugely diverse school. We actively celebrate the richness of our community. Almost seventy different languages are spoken at home by our students and, between our students and staff, virtually every major religion is represented. We are an inclusive school, with a focus on equality of opportunity. We have high expectations about behaviour, respect, and courtesy towards others. We have a strong developmental culture, with a focus on investing in staff to improve student outcomes. Engagement with research and academic reading is commonplace, with a genuine interest from staff at all levels. The school has gained the Silver Award from the Teacher Development Trust for our commitment to professional learning.

We encourage our students and our staff to be enthusiastic about their own learning and positive about the challenges of the future; to have high self-esteem and be confident and successful in all they do; to have understanding and respect for others; to have the ability and desire to further their own development and contribute to the society in which we live.

Park High School was rated 'Outstanding' by Ofsted in 2009 and again in 2013, when all areas of the school were recognised as "Outstanding".

Practice

Our school believes in developing the whole person. We achieve this by offering a broad and balanced curriculum. We acknowledge the importance of building subject-specific knowledge and developing skills.

Next

We strive to enhance the educational experiences for all our students through the provision of the highest quality teaching and learning. Our aim is to support students in becoming highly literate, numerate and curious individuals. In addition to academic rigour, we nurture the individual through an exceptional pastoral system. This includes a designated Form Tutor, Head of Year and Pastoral Support Assistant, all of whom provide a supportive and enabling point of reference.

Qualifications are, of course, important and our examination results speak for themselves. Our core results are always above national averages. In recent years we have been particularly pleased with our Sixth Form results, with progress in English Literature A level ranking first in the country. In 2018, the Philosophy & Ethics A Level results ranked in the top 20. Equally, we are proud of all the other ways our students achieve to a high standard. We are passionate about the Arts and have achieved the Arts Mark Gold Award for our work in promoting art, music, dance and drama. Sports clubs are well-supported, and we offer the Duke of Edinburgh Award.

In addition, we have an excellent provision of PSHCEe. We have achieved the FPA Brook Award with our Healthy Relationships Programme. Furthermore, we have contributed to government guidance on best practice in Healthy Relationships, First Aid and Refugee Education. We have a pro-active PSHCEe Advisory Body and Pride Youth Network group, which has gained the school Stonewall Bronze Award status.

Each of our students is unique and will wish to follow an individual path beyond Park. We hope that many will stay and enjoy the many benefits of our Sixth Form. At some point they will move on, and our excellent Careers and Guidance provision ensures that students are aware of the next steps into employment, training and higher education.

Park High School is a community led by purpose, intent on maintaining excellent practice and motivated to develop happy and successful people.

Pinner High School

Beaulieu Drive, Pinner
HA5 1NB
✆ 020 3096 0769
www.pinnerhighschool.org

Headteacher: Mr Chris Woolf

DfE NO: 310 4001



PLACES	AGES	GENDER	TYPE
180	11-18	Mixed	Academy

Travel map

Home
Map
Admissions
Apply now

Our Background

Pinner High School was rated 'Outstanding' in all categories by students, staff and parents in June 2017, and 'Outstanding' in all categories by Ofsted in May 2019. We opened in September 2016 with Year 7 students, and by September 2020 we will have students in Years 7-11 growing every year as the students move to the year group above. Our Sixth form will open when Year 11 students reach Year 12. We are an inclusive school for the local community. Pinner High School was set up by the existing successful Harrow high schools, and their expertise and support ensured Pinner High School launched very successfully.

Our Ethos

Pinner High School is a learning based community with high aspirations for all. We provide a first rate personal, inclusive education, through a tried and tested curriculum carefully supported by individual pastoral care. Students have the opportunity to excel in and out of the classroom, on the sports field, on the stage, in the community, enjoying a wealth of enrichment opportunities.

We bring life to the motto 'Inspiring Learning'. A great deal of this comes with the exceptional every day experiences students expect with our first class staff. It also demonstrates the responsibility our young people will have as Pinner High School students to make a commitment to inspire others. We will equip our students with an understanding of themselves, an appreciation of the world around them and a desire to innovate and solve problems as active contributors to society.

The ethos is based around the Pinner High School Values:

Myself

kindness, compassion, integrity, balance, respect, trust.

My School

creativity, enthusiasm, resilience, flexibility, dedication, perseverance.

My community

responsibility, collaboration, open-mindedness, confidence, adaptability, courage

"There is a consistently caring culture at the school"
– Ofsted 'Outstanding' 2019

Next

Our Curriculum

"The formal and wider curriculum ensures that pupils flourish academically while developing outstanding personal and social skills" ***– Ofsted 'Outstanding' 2019***

Years 7 and 8 students follow a Key Stage 3 curriculum that prepares them with the skills and knowledge to succeed in their subsequent GCSE studies.

The broad and balanced curriculum includes English, Maths and Science, History, Geography, Art, Design technology, PE, Drama, Music, Computer Science, and PRE (philosophy, religion and ethics). All students study Mandarin and Spanish.

All students should come to Pinner High School ready to be challenged, and confident that the staff will enthuse and stretch them. The Key Stage 4 curriculum has have a core GCSE curriculum in English, Maths, Science, PE, and PRE, including banding to ensure appropriate stretch and challenge.

Students will then select options depending upon their interests and abilities. Staff will support students in their choices, including consideration of implications for progression at 18 into higher education or employment.

Our Enrichment programme

"The school's work to promote pupils' personal development and welfare is outstanding. Parents, staff and pupils share this view."
– Ofsted 'Outstanding' 2019

Happy students are busy students, in and out of the classroom. Students at Pinner High enjoy a range of academic, sporting, performance and cultural opportunities to enrich their learning and to stretch and challenge themselves.

This forms a compulsory part of our school day, where all students take part in two Clubs and a cross-curricular project or House Event. This programme is known as the Headteacher's Challenge.

The Headteachers Challenge Club leaders were recognised with a Certificate of Excellence in the 'Outstanding School Team of the Year' category of the Pearson Teaching Awards in 2017.

Sharing our success

For more information find us on Facebook, Twitter, Instagram and LinkedIn, and watch our latest film on our Youtube channel.

"Pupils make very strong progress across a range of subjects because of the excellent teaching and high expectations they receive. No ground is lost as pupils get off to a flying start as soon as they enter the school."
– Ofsted 'Outstanding' 2019

Rooks Heath School

Strive to be your best

Eastcote Lane, South Harrow,
Middlesex HA2 9AH
✆ 020 8422 4675
✉ contactus@rooksheath.harrow.sch.uk
www.rooksheath.harrow.sch.uk

Headteacher: Mrs Miriam Manderson

Ofsted Outstanding 2011|2012

DfE NO: 310 4027



PLACES	AGES	GENDER	TYPE
210	11-18	Mixed	Academy

Travel map

"Pupils from all backgrounds are welcomed and treated equally well. Pupils' personal development and welfare are outstanding". Ofsted 2019

Home
Map
Admissions
Apply now

Vision and mission

At Rooks Heath School, we aim to provide a safe, nurturing and stimulating environment for every child to learn and fulfil their potential. Our students are developed to have a spirit of curiosity through an enriched curriculum. Students come to Rooks Heath from a variety of backgrounds and are quickly part of the Rooks Heath family gaining a sense of pride and belonging. Through our KS2 Transition right through to the end of KS5, we believe that every second of learning counts and we engage the whole school community in activities that allow every individual to strive to be their best. From various starting points, our students go on to become successful adults because Rooks Heath is a truly inclusive school. Our Careers provision means that all students see the purpose of school and education for life beyond Rooks Heath.

Ethos

"Leaders and managers have created a welcoming and inclusive school community." Ofsted 2019

Rooks Heath provides a caring atmosphere where children feel secure and confident to be stretched and challenged as they settle down to focus on learning. There is an equal focus on the development of the whole child alongside ensuring they fulfil their academic goals to ease their transition to the next stage towards their ambitions.

"Pupils' behaviour around the school is orderly; they are polite, showing respect for staff and visitors."
Ofsted 2019

The focus for students at Rooks Heath is learning and progress. Rooks Heath School's Behaviour for Learning Policy is used to effectively maintain a clear system of rewards and consequences which is built on our On TRACK Values: T – Teamwork, R – Resilience, A – Achievement, C – Creativity and K – Kindness. Students are able to receive a number of awards for any activities that represent these values. We have the highest expectations for behaviour and respect for others in and out of school. Student punctuality is good and attendance is above average. Students are expected to be exemplary members of the community and all students wear their uniforms with pride. Heads of Year support with students to help maintain good attendance and standards of behaviour on a daily basis. Additional support can be found in our student Support Hub which caters to a select group of students with

Next

various emotional needs with the aim to get all students back 'on TRACK' for learning.

Achievement and Rewards

"Leaders and managers… ensure that teaching is good and that pupils make progress. Expectations are high." Ofsted 2019

Students' academic achievements take place within a stimulating and caring environment, which enables them to develop their individual talents and skills to the full. We have strengths in a variety of subject areas including Modern Foreign Languages, Business and Maths. The progress 8 score for Rooks Heath School has been consistently at or above the national average. There are three academic monitoring periods each year and three grade assessment sheets are produced to monitor progress. Student reports are produced and shared with parents at key intervals throughout the year. Heads of Year monitor the progress of each student in their year group. Together with subject leads, Heads of Year ensure that a variety of intervention takes place to stretch students when they are exceeding expectations or provide additional support if they are not meeting their targets.
At Key stages 4 and 5, students make good progress and the School consistently performs well achieving excellence in attainment and progress. Recent School leavers' destinations include top universities such as Oxford, Cambridge, Imperial, The University of the Arts, Warwick, Surrey and other Russell Group Universities.

High Quality Teaching and Learning

"Teaching is good, leading to pupils achieving good outcomes in their work and examinations. A clear assessment policy recognises the needs of different pupils and requirements of different subjects.". Ofsted 2019

Rooks Heath is a comprehensive secondary school that is committed to promoting equality of opportunity for all. Everyone has the chance to excel. Our teachers engage in regular professional development, keeping up with the latest research into what effective practice helps children learn which makes them expert in their fields. We are honoured to have a teacher receive the Oxford University Inspirational Teachers Award amongst our staff.
Our teaching and learning programmes enable teachers to develop their individual strengths and talents and bring this to every classroom. Our staff are encouraged to plan together, developing schemes of work that keep students engaged both in school and from home. We have a well-developed online learning platform which allows students and teachers to communicate effectively remotely, which means no child is ever unable to access teacher expertise. Leaders across the school understand the importance of teaching and learning and Ofsted noted that 'They ensure that teaching is good and that pupils make good progress.

Curriculum

Rooks Heath has a diverse curriculum which enables students to undertake a broad spectrum of learning pathways to meet their individual needs and abilities. In Years 7 and 8 students study a wide range of subjects which provides the basic skills to move into Year 9 where appropriate pathways are chosen. In Year 9 students study a common core and a mixture of booster and bridging course providing them with the necessary skills for the demand of the Key Stage 4 GCSE courses. A broad range of subjects are offered at Key stage 4 including both GCSEs and BTECs. We are very proud of our rich curriculum where we are able to offer a wide range of subjects including Latin and ancient Greek. Rooks Heath School also has an excellent Post 16 provision for students who are both from within and outside Rooks Heath School. Demand is very high for the comprehensive range of AS, A Level and BTEC Level 3 courses on

offer. Throughout their secondary journey, students are well guided in making choices to pursue subjects for which they have a strong interest and aptitude and also to broaden their learning experience. Students' spiritual, moral, cultural and social development is promoted through a well-organised and effective programme of theme based assemblies, courses in personal development, religious studies and PSHE. Students readily participate in these activities and have good opportunities to reflect on, and discuss, moral and topical issues. Creativity and imaginative approaches adopted in many areas of the curriculum provide students with opportunities for collaborative learning and reflection. British values are also strongly promoted throughout the School through numerous planned off site activities and in the day to day life of the School.

Outstanding Pastoral Care

Ofsted: 'The school's work to promote pupils' personal development and welfare is outstanding".

Personal Tutors look after the day to day needs of students in form groups. Students remain with their tutor groups throughout the five years wherever possible. Form time activities allow staff and students to build up trusting and mutually respectful relationships between their Personal Tutors and amongst their peers. Key messages which reinforce the expected ethos, broaden perspectives and educate about the world around them are delivered in weekly Assemblies. Students have plenty of opportunities to take part in Inter-form competitions. Safeguarding is always a priority to ensure students are happy, safe and learn. Everything we do to care for our students pastorally aims to support their development of good character.

Individualised provision

Student progress is carefully monitored to ensure each one reaches their full potential. Where students show promise in any area, their learning is extended, with many students being identified as More Able. These students are provided with a rich and varied programme of events aimed at developing and enhancing their knowledge, skills and all-round educational experience. Rooks Heath actively promotes and offers an inclusive education for students with a variety of different needs. We have excellent relationships with local primary schools and we offer excellent transition support for students coming to us in Year 7. We have a dedicated SENCO coordinating a team of highly skilled Teaching Assistants and specialist providers who work with students in a variety of environments to ensure that they receive the support they need to progress. Students arriving at Rooks Heath with little or no English attend daily Additional English classes whilst following a normal timetable with their peers. Their language skills are quickly improved and we are proud of the achievement that these children make at GCSE and A Level, where their results are in line with, or above the national average.

Communication with Parents

Communication with parents is vital and we recognise the importance of close, supportive links. Regular contact between teachers and parents is made possible through a variety of parent-contact events, our website and electronic communication. Every student has a Link Book and parents can log into 'SIMS in Touch' to monitor attendance, reporting and homework online by using a secure login. We expect all our parents to keep in touch with the information we share and to contact us with queries or concerns and good news. For more information find us on Facebook, Twitter and Linkedin.

Extra-curricular

Our extra-curricular provision is a real strength as we believe this apportions balance in our students' lives. Students at Rooks Heath School benefit from several opportunities throughout the year to participate in a host of off-site activities. These range from field trips to visiting museums and travelling to do musical performances for various audiences. There

are a variety out-of-hours learning clubs which take place outside of timetabled lessons including:

- Book Club
- Debating Society
- Music Groups including: Stage Band, String Ensemble and Steel Pans.
- Competitive team-games which are arranged between tutor groups, against other schools in Harrow and nationally.
- A variety of curriculum-linked off-site activities in subject areas including Maths, English, Science, Drama, Geography and many more.
- Photographic Club

There is a Breakfast Club which is held at 7.30 am – 8.30 am daily and offers a healthy breakfast, the use of ICT, library facilities and teacher support. Fundraising plays an integral part of Rooks Heath School. It brings students together and teaches the value of philanthropy and generosity.

Parents may use the following email address for any queries:
contactus@rooksheath.harrow.sch.uk

The Sacred Heart Language College

186 High Street, Wealdstone,
Middlesex HA3 7AY
✆ 020 8863 9922
🖷 020 8861 5051
www.tshlc.harrow.sch.uk

Headteacher: Miss Geraldine Higgins

Ofsted Outstanding 2013 2014

DfE NO: 310 4700



PLACES	AGES	GENDER	TYPE
150	11-16	Girls	Voluntary-aided comprehensive

Travel map

Home
Map
Schools
Apply now

The Sacred Heart Language College has a long tradition of excellence in education and has been part of Wealdstone since 1907.

As a single-sex Catholic school, we provide the opportunity for girls to acquire confidence, qualities of leadership and a love of learning and high expectations. The school has been a specialist Language College since September 2003 and in 2009 became a Leading Edge School. In 2008 and 2019 the school was graded Outstanding by Ofsted and the Diocese of Westminster.

Aims

The aims of our College are very clear: to enable our pupils to come to a deeper knowledge of Christ; to discover and use their individual gifts and skills; and to be aware of the importance of integrity, honesty and justice. We develop their knowledge, skills and abilities so as to provide an excellent foundation for high achievements. We proclaim the Gospel of Christ so that the girls live by these values now and in the years to come.

Opportunities for a Catholic Education

Our faith underpins all aspects of our school life. Pupils are empowered to respond to God's call to service. Girls are encouraged to make a real contribution to the wider community. As such charity work is an important part of our school life.

We warmly welcome contact between home and school and we work in close co-operation with parents to ensure high standards of behaviour and work, so that every girl can make full use of her God-given talents. Our values and beliefs enable us to develop as a strong community where all are enabled to achieve.

Opportunities for Academic Success

The Sacred Heart Language College offers a broad and balanced curriculum which inspires every girl to explore her individual talents and skills.

Our last OFSTED inspection judged the school to be outstanding for the

Next

second time. It praised the school, stating:
"It is a place that engenders a sense of wonder and enthusiasm for learning in a safe and secure environment where all are known, valued and respected."

We are a comprehensive community responding to the needs of our students. Teaching provides challenge and support. Every girl is also encouraged to become a self-motivated independent learner. Homework is an important part of our work ethos. The Study Centre and IT Suite, with their excellent facilities, provide scope for quality research and study.

> ***'The school has given my daughter confidence. We are very happy with the quality of the teaching – because they are expected to do well, they do.'***
>
> ***– Parent***

Opportunities to Shine

Music is a real strength in The Sacred Heart Language College. With the help of a team of professional musicians, girls have the opportunity to learn to play a wide range of musical instruments which cater for almost every taste. Pupils' talents and skills are also celebrated throughout the year in dance and drama productions. The school's high quality PE and sports see our teams regularly Borough Champions in trampolining and a wide range of sporting activities.
The College currently works with key partners to provide opportunities for gifted and talented pupils and to raise the aspirations of all our girls.
There are opportunities for everyone to shine, to gain confidence and to develop personal and social skills.

> ***'I'm glad I came here. I came on my own, but I soon made friends. The minute you come in, it feels like home.'***
>
> ***– Year 8 Pupil***

Opportunities for the future

All girls in Year 10 take part in a work related learning programme. The College is proud of its links with industry and consultants from business and commerce are invited into the school.

Supported by careers advisers every pupil is helped to explore the possibilities suitable for her interests and aptitudes. All pupils progress on to further education or training with most progressing to our partner Sixth Form at St. Dominic's Sixth Form College.

We at The Sacred Heart Language College look to educate the citizens of tomorrow and to prepare them to face the challenges of their future.

> ***'Children are encouraged to make full use of their natural talents.'***
>
> ***– Parent***

The Sacred Heart Language College

This policy refers to admissions to the school to Year 7 at The Sacred Heart Language College in September 2021. The Sacred Heart Language College is a Catholic school in the trusteeship of the Archdiocese of Westminster. Its prime purpose is the education of Catholic girls.

As a Catholic school, we aim to provide a Catholic education for all our girls. At a Catholic school, Catholic doctrine and practice permeate every aspect of the school's activity. It is essential that the Catholic character of the school's education be fully supported by all families in the school. All applicants are therefore expected to give their full, unreserved and positive support for the aims and ethos of the school.

Home
Map
Schools
Apply now

Admission to Year 7

The published admission number (PAN) for the school is 150 girls. The Governing Body has sole responsibility for admissions to this school and intends to admit 150 girls to Year 7 in September 2021. Priority will always be given to Catholic applicants.

Where there are more applications for places than the total published admission number (PAN) of 150 places available, places will be offered according to the following order of priority:

Criterion 1 Catholic "looked-after" girls and Catholic girls who have been adopted (or made subject to child arrangements orders or special guardianship orders) immediately following having been looked after

Criterion 2 Baptised Catholic girls with a Certificate of Catholic Practice who are currently attending primary schools within the Blessed Holy Family Catholic Academy Trust (St Joseph's Catholic Primary School, St George's Catholic Primary School and St John Fisher Catholic Primary School).

Criterion 3 Baptised Catholic girls with a Certificate of Catholic Practice

Criterion 4 Other baptised Catholic girls

Criterion 5 Other "looked after" girls and girls who have been adopted (or made subject to child arrangements orders or special guardianship orders) immediately following having been looked after.

Criterion 6 Other girls who are currently attending primary schools within the Blessed Holy Family Catholic Academy Trust who do not fulfil criterion 2.

Criterion 7 Christian girls from Christian families, whose application is supported by either a certificate of baptism or a letter from a minister of religion confirming membership of the faith community.

Criterion 8 Girls from other faiths whose application is supported by a letter from their faith leader confirming membership of the faith community.

Criterion 9 Any other girl

NOTES

1. Exceptional Need: The Governing Body will give top priority, after the appropriate category of looked-after children, to an application where

Back
Next

compelling evidence is provided at the time of application, from an appropriate professional such as a doctor, priest or social worker, of an exceptional social, medical, pastoral or other need of the child, which can only be met at this school.

2. Inside of each criterion, priority (after those with exceptional need) is to those with a sibling attending the school at the time of admission. 'Sibling' means a sister to include adopted sisters, half sisters or step sisters. A sibling relationship does not apply when the older girl(s) will leave before the younger one starts.

3. Distance tie-break: where the offer of places to all applicants in any of the categories listed above would lead to over subscription, places up to the published admission number of 180 will be offered to those living nearest to the school. Each address is geo-coded and distance is measured by Harrow Local Authority in a straight line from the home to the centre point of the school. In cases where applicants live equidistant from the school and places cannot be offered to both girls, random allocation by lottery in the presence of an independent witness will be used.

4. 'Looked after child' has the same meaning as in S.22 of the Children Act 1989, and means any child in the care of a local authority or provided with accommodation by them (e.g. children with foster parents at the time of making an application to the school).

5. 'Adopted'. An adopted child is a child who is adopted under the terms of the Adoption and Children Act 2002 s.46 (adoption orders).

6. 'Child arrangements order'. A child arrangements order is an order under the terms of the Children Act 1989 s.8 which defines it as an order settling the arrangements to be made as to the person with whom the child is to live.

7. 'Special Guardianship Order'. A special guardianship order is an order under the terms of the Children Act 1989 s.14A which defines it as an order appointing one or more individuals to be a child's special guardian(s).

8. Catholic means a member of a church in full communion with the See of Rome. This includes the Eastern Catholic Churches. This will normally be evidenced for a girl by a certificate of baptism in a Catholic church or a certificate of reception into the full communion of the Catholic Church. For the purposes of this policy it also includes a "looked after" girl who is in the process of adoption by a "Catholic family", where a letter from a priest demonstrates that the child would have been baptised were it not for his/her status as a looked after child. For a child to be treated as Catholic, evidence of Catholic baptism or reception in the Catholic Church will be required. Those who have difficulty obtaining written evidence of baptism should contact their parish priest who, after consulting with the diocese will decide how the question of baptism is to be resolved and how written evidence is to be produced in accordance with the law of the Church.

Certificate of Catholic Practice means a certificate given by the family's parish priest (or the priest in charge of the church which the family attends) in the form laid down by the Bishop's Conference of England and Wales. It will be issued if the priest is satisfied that at least one Catholic parent or carer (along with the child, if he or she is over seven years old) have (except when it was impossible to do so) attended Mass on Sundays

Home
Map
Schools
Apply now
Back
Next

Home
Map
Schools
Apply now

and holy days of obligation for at least five years (or, in the case of a child, since the age of seven, if shorter). It will also be issued when the practice has been continuous since being received into the Church if that occurred less than five years ago. It is expected that most Certificates will be issued on the basis of attendance. A Certificate may also be issued by the priest when attendance is interrupted by exceptional circumstances which excuse from the obligation to attend on that occasion or occasions. Further details of these circumstances can be found in the guidance issued to priests at www.rcdow.org.uk/admissions

"Children of other Christian denominations" means children who belong to other churches and ecclesial communities which, acknowledge God's revelation in Christ, confess the Lord Jesus Christ as God and Saviour according to the Scriptures, and, in obedience to God's will and in the power of the Holy Spirit commit themselves: to seek a deepening of their communion with Christ and with one another in the Church, which is his body; and to fulfil their mission to proclaim the Gospel by common witness and service in the world to the glory of the one God, Father, Son and Holy Spirit. An ecclesial community which on principle has no credal statements in its tradition, is included if it manifests faith in Christ as witnessed to in the Scriptures and is committed to working in the spirit of the above.
All members of Churches Together in England and CYTÛN are deemed to be included in the above definition, as are all other churches and ecclesial communities that are in membership of any local Churches Together Group (by whatever title) on the above basis.

"Children of other faiths" means children who are members of a religious community that does not fall within the definition of 'other Christian denominations' at 7 above and which falls within the definition of a religion for the purposes of charity law. The Charities Act 2011 defines religion to include:

- A religion which involves belief in more than one God, and
- A religion which does not involve belief in a God.
- Case law has identified certain characteristics which describe the meaning of religion for the purposes of charity law, which are characterised by a belief in a supreme being and an expression of belief in that supreme being through worship.

9. 'Parent' means the adult or adults with legal responsibility for the child.

10. Residential / Home. This must be the address where the girl lives for more than 50% of the school week and they must be living there on the closing date for receipt of applications. Confirmation of address will be required.

11. Multiple Births: The Governing Body does not give priority under its admission criteria for twins, triplets or other multiple applications from one family for the same year group. If there are insufficient places available and one twin/sibling is offered the last place, the Governing Body will agree to exceed the published admission number and admit the additional girl(s).

12. Where a girl is admitted according to Criteria 3, 5, 6 and 7 parents are advised that any future siblings are unlikely to get a place as the school is usually oversubscribed with applicants in criteria 1 and 2.

Back
Next

Home
Map
Schools
Apply now

13. Pupils with an Education, Health and Care Plan (EHC): The admission of girls with an Education, Health and Care Plan (EHC) is dealt with by a completely separate procedure. Details of this separate procedure are set out in the Special Educational Needs Code of Practice. If your child has an EHC plan you must contact your local authority SEN officer. Girls with an EHC Plan naming this school will be admitted.

14. In-Year Admissions. In-year applications are made directly to the school. If a place is available and there is no waiting list then the Local Authority will be informed and the girl will be admitted. If more applications are received than there are places available then applications will be ranked by the governing body in accordance with the oversubscription criteria. If a place cannot be offered at this time then you may ask us for the reasons and you will be informed of your right of appeal. You will be offered the opportunity of being placed on a waiting list. This waiting list will be maintained by the governing body in the order of the oversubscription criteria and not in the order in which the applications are received. Names are removed from the list at the end of each academic year. When a place becomes available the governing body will re-rank the list and inform parents whether or not a place is to be offered.

15. Girls educated out of chronological age group: Application may be made for a girl to be educated out of her age group i.e. a 12 year old being admitted to Year 7, or any girl admitted in-year to the year below their chronological age group. The applicant should write to the Chair of Governors at the time of application requesting that the girl be admitted out of her chronological age group.

16. Change of Details: If any of the details on your form change between the date of application and the receipt of the letter of offer or refusal, you must inform the school immediately. If misleading information is given or allowed to remain on the form, governors reserve the right to withdraw the place, even if the girls has already started at the school.

Fair Access

The School is committed to taking its fair share of girls who are vulnerable and/or hard to place, as set out in locally agreed protocols. Accordingly, outside the normal admissions round the governing body is empowered to give absolute priority to a girl where admission is requested under any local protocol that has been agreed by both the Diocese and the governing body for the current school year. The governing body has this power even when admitting the girl would mean exceeding the published admission number.

Applications to Year 7

Please note, there are two application forms:

i. The e-admissions form (formerly called the Common Application Form). This can be accessed from the website online at www.harrow.gov.uk. All completed e-application forms should be submitted, together with a copy of proof of your daughter's age and proof of your address, to the Admissions Service of your local borough, as directed, on or before Saturday 31st October 2020.

Back
Next

Home
Map
Schools
Apply now

ii. The School's Supplementary Information Form. Applicants applying under criteria 2, 3, 5 and 6 should complete our school's Supplementary Information Form. This may be obtained from the school or the Local Authority and should be returned, together with a copy of your daughter's Baptism certificate (if applicable), to the Admissions Secretary, The Sacred Heart Language College, on or before Saturday 31st October 2020.

All applications received after that date will be classified as "LATE". This means that these applications will not be processed until after all administrative procedures have been completed. Late applicants will then be placed at the bottom of the relevant category, according to the admissions criteria. **THIS MAY RESULT IN A LOSS OF AN OFFER OF A PLACE.**

Applications for criterion 1 must be accompanied by written proof of the girl's status from the appropriate authority. Those wishing to be considered under criterion 2 or 3 should also provide the school with a copy of the girl's baptismal certificate. If the certificate is not available, applicants should indicate in writing the reasons for this being the case. Those applying under criterion 2 should obtain a Certificate of Catholic Practice from the priest at the parish where the family normally worships.The priest will not sign the form if he does not know the family.

It is essential that all relevant details are sent in at the time of application so that the criteria for admission may be applied fairly in the event of any change of circumstances (e.g. a change of address, reception into the church, baptism etc.) the school must be notified immediately. If a place is offered on the basis of misleading or out of date information, the governors reserve the right to withdraw the offer of the place even if the girl has already started at the school.

The local authority will write to you on behalf of the governing body with the outcome of your application on 1st March 2021 and the information will also be available on line. You should indicate your acceptance of the place by Midday, 15th March 2021. Information concerning the Appeals Procedure will be sent out to those who are unsuccessful in obtaining a place.

The school maintains a waiting list, ranked according to the published criteria, and places will be offered as and when vacancies occur. The waiting list will remain open until 31st August 2022. If you wish your child's name to stay on the waiting list after this you must apply to the school in writing before that date.

Unsuccessful applicants who wish to appeal should do so, stating the grounds for appeal, in writing, to:
The Clerk to the Governors,
The Sacred Heart Language College,
186 High Street,
Wealdstone, Harrow,
Middlesex HA3 7AY.

In the case of over-subscription a waiting list will be drawn up for parents who wish their daughter to be included on this. The waiting list will be held open until the start of the Autumn Term 2022.

Admissions from the waiting list will be according to the norms of the Admissions Criteria.

Please note: The closing date for the receipt of any appeals: Friday 16th April 2021.

Back
Next

Salvatorian College

High Road, Harrow Weald,
Middlesex HA3 5DY
✆ 020 8863 2706 (admin)
🖷 020 8863 3435
✉ admin@salvatorian.harrow.sch.uk
www.salvatoriancollege.com

Executive Headteacher:
Mr Martin Tissot

DfE NO: 310 5400



PLACES	AGES	GENDER	TYPE
150	11-16	Boys	Academy

Travel map

Our vision: **To be the School of First Choice.**
Our mission: **We will embrace the teachings of Christ and, in our pursuit of excellence, we will foster a greater knowledge and love of the Divine Saviour. We will develop, in our pupils, exemplary manners and a commitment to their studies so that they make outstanding progress. We will nurture our pupils so that they become effective leaders of good influence.**

Home
Map
Schools
Apply now

A Tradition of Learning: Securing the Future

"Leaders have high aspirations for both staff and pupils" – OFSTED 2017

Salvatorian College has a long tradition of providing an excellent education for boys, and we were pleased to be rated a 'Good' school in all categories by Ofsted in February 2017. Last year, GCSE results placed Salvatorian College in the top 300 highest performing schools for pupil progress in England (top 8%). Among state funded Catholic boys' schools in England, Salvatorian College has the fifth highest performance for pupil progress, ahead of the London Oratory School and close behind the Cardinal Vaughan Memorial School. In September 2019, pupils and staff will move into a brand new campus, built at a cost of £25m over the last few years. Salvatorian College is now the most modern, well-equipped school in Harrow.

We believe the care and guidance offered at Salvatorian College, by our outstanding teachers, engenders an ethos that will allow your child to develop their talents and bring them fulfilment and happiness. We stretch our most able and support those with additional needs. We believe passionately in the importance of recognising every pupil as a unique individual, with their own gifts and talents, who can make a contribution and positive difference to our thriving school community.

We offer a clear progression pathway at the end of KS4 to our sister college, St Dominic's in Harrow, and to other leading providers. We have a strong pastoral system as well as a full programme of enrichment activities. We offer a wide range of extra-curricular provision including music, sport, drama, debating clubs and travel experiences. Our new facilities include: state of the art science laboratories, a drama studio, a four-court sports hall and fitness centre, music technology and well-resourced Information Technology suites for pupil use. We prepare our pupils for rigorous examinations by instilling a culture of study, focus, and hard work.

Next

Outstanding academic achievement

Outstanding progress is made by pupils of all abilities. Under the 'Progress 8' measure, Salvatorian College achieved a score of +0.6 last year, placing the school in the top 300 schools in England. The Mayor of London has recognised "exceptional" teaching at Salvatorian College by inviting the school to join his 'Schools for Success' programme. In 2018, pupils starting with low prior attainment made progress in the top 6% of schools in London. Attainment is also high across the board, with 30% of all grades above grade 7. The percentage of boys achieving a grade 4 or above in English and Maths last year was 77% – well above the Harrow and national average. The percentage achieving grade 5 or above was 50%. Results last year also included a string of grade 9s; in the History department, 25% of all boys achieved grade 9. The focus on academic rigour and hard work means boys leave Salvatorian College with a tremendous advantage over their peers elsewhere.

A passion for Teaching and Learning

"Teachers use a range of information on pupils' prior learning to plan interesting and engaging activities." Ofsted January 2017

"Pupils' work is well presented, thoughtful and shows progress over time." Ofsted January 2017

The school is focussed on ensuring that pedagogy is of the highest quality. As a partner in the high-performing Cardinal Hume Academies Trust, collaborative approaches are taken to developing teaching and resources. Standards are rigorously monitored and training provided so that staff remain at the cutting edge of educational practice. Teachers keep up to date with developments in their subject areas within the changing demands of the school curriculum. We subscribe to various online providers to ensure resources are accessible from home. Pace, challenge and skilful questioning are consistent features in encouraging our pupils to think critically and develop their numeracy and literacy. Pupils are taught in sensibly sized classes – grouped as appropriate, according to ability, aptitude or interest – to ensure that the individual's learning needs can be met. Homework is integral to fostering progress and is both differentiated and supplemented by 'challenge' tasks, so pupils consolidate their knowledge and advance their learning. The progress of pupils is kept under regular review and progress grades are sent home half-termly. Teachers recognise that children learn in a variety of ways and so we strive to tailor approaches, techniques and technologies to maximise progress for all.

A school with an inspiring curriculum

"Leaders have created a supportive environment and planned a curriculum that meets pupils' interests and aspirations and ensures equality of opportunity. Additional subjects are offered to meet pupils' varying abilities." Ofsted January 2017

"Pupils enjoy the full range of practical activities on offer." Ofsted January 2017

We provide a broad, balanced and diverse curriculum developing the skills pupils need to make their way successfully in life and achieve strong results in public examinations. We place special emphasis on developing English, Mathematics and Science skills and additional time is devoted to these at both Key Stages. As a Catholic school with a strong religious ethos at

its heart, we ensure 10% of curriculum time is devoted to religious studies. Our 'highly able' programme identifies those with particular strengths and through bespoke interventions enables them to make accelerated progress. For our older pupils we organise extra study sessions to ensure they are best placed to secure outstanding examination results. We have a literacy coordinator who promotes a structured reading programme, as well as other events e.g. National Poetry Day and World Book Day. The formal curriculum consists of twenty-five one hour periods. Four lessons take place in the morning and there is one lesson in the afternoon. Our after-school curriculum consists of additional lessons for those taking public examinations and a wide variety of clubs and after-school activities for all year groups. We provide teacher-supported study until 5pm every day, with access to our new Library. At Key Stage 4 we offer an eclectic range of GCSE and vocational courses to suit the creative, sporting, practical and academic learner including art, business studies, design and technology, drama, geography, history, modern foreign languages, music, sociology, and sport.

A wealth of enriching opportunities: Educating Beyond the Classroom

"Pupils value the opportunities to express themselves through art, photography and drama." Ofsted January 2017

"Pupils enjoy the full range of practical activities on offer." Ofsted January 2017

At Salvatorian College we believe in educating the whole child and there is a broad meta- curriculum that gives pupils the opportunity to develop and expand a range of interests, sporting and cultural activities, skills and knowledge. In conjunction with our sister schools we offer annual trips to China, Rome and a biennial skiing trip. Academic development is encouraged through a wide range of clubs including Art & Photography Club, Debate Club, Maths Challenge and Political Literacy Club. Salvatorian College has a long tradition of excellence in sport and there are plentiful opportunities to participate in football, rugby and basketball. We make frequent use of the excellent facilities and coaching at Bannister's Sports Centre. Music lessons are available, providing an opportunity to acquire graded qualifications. The school operates a charity giving calendar and our responsibility to help others less fortunate is important to our ethos. We organise an annual Senior Citizens' party at Christmas in addition to termly fundraising for nominated charities.

Caring and professional approaches to Pastoral Care, Guidance and Support

"The Catholic ethos permeates the work of the school and pupils are encouraged to show respect, tolerance and understanding towards each other and adults." Ofsted January 2017

"Pupils know which staff to turn to should they have a concern, and believe that any issues are dealt with quickly. Leaders are clear about the prevalent dangers in the wider community and consequently provide a nurturing and safe community in which pupils can thrive." Ofsted January 2017

We pride ourselves on looking after our pupils as if they were our own children and value each individual as unique and created in the image of God. Pastoral care is led by dedicated Heads of Year and ably supported by teams of form tutors. The key role of a form tutor is to ensure that pupils are safe, happy and making good progress and meeting and

exceeding their academic targets. We have a strong sense of community and instil pupils with pride in their Salvatorian heritage. Tutor teams work with the Director of Teaching and Learning to ensure that interventions are put in place for pupils who have pastoral needs or when they are falling behind in their academic studies. Pupils are rewarded, when they do well, with a variety of initiatives, including postcards home and prizes selected by pupils through our E-praise system. We are an inclusive school catering for all abilities and aptitudes. Our Additional Needs department offers a range of support including reading recovery lessons, one to one tuition, homework club, and targeted withdrawal to ensure pupils can access the curriculum. The promotion of our Catholic ethos is woven into the day-to-day practices and routines of school life: a voluntary attendance Mass is celebrated weekly and our pupils are challenged to discover and celebrate the spirituality in their own lives and to see God's work in those around them.

Pupil leadership is well developed through the pupil council, the prefect system, and peer mentoring which supports excellent behaviour in the school. Pupils are encouraged through a variety of means to have a voice in the school. Our school is a safe, calm, and happy place to be. We work closely alongside our feeder primary schools to ensure that all our new pupils experience smooth and successful transition to Year 7. We visit pupils and their teachers in their primary schools and run an induction day to provide a selection of taster lessons before they join in September. This ensures that before their first day, each pupil is comfortable and familiar with our school.

Further information on all aspects of life at Salvatorian College can be found on our website.

Salvatorian College

Our enhanced curriculum from September 2020 significantly increases the time students will have in lessons in both their core subjects and their option subjects.

- encourage the formation and growth to maturity of the whole human person;
- enable physical, moral and intellectual talents to be developed harmoniously;
- teach all to know and live the mystery of salvation;
- assist all to work towards their eternal destiny;
- promote the common good of society;
- ensure that all develop a greater sense of responsibility and a right use of freedom; and
- provide formation for every person to take an active part in social life.

The published admission number (PAN) for the school is 150 children. The Governing Body has sole responsibility for admissions and will admit a maximum of 150 boys to Year 7 in September 2021. When there are more than 150 applications, places will be offered according to the following order of priority:

GENERAL GUIDANCE

The Governors will give top priority within a category to any applicant whose son has an exceptional educational, social or medical need which can only be met at this school and for which compelling professional evidence is supplied at the time of application.
Applications from boys of multiple births, e.g. twins, triplets, etc. In cases where only one place is available and twins/triplets tie for the last available place, then all will be offered a place even if this exceeds the planned admission number.
Separate application procedures apply to boys with an Education, Health and Care Plan.

CRITERIA

1. Baptised Catholic (see Note A), looked after boys (see Note B), and Baptised Catholic boys who have been adopted (see Note C) (or subject to child arrangements orders or special guardianship orders (see Note D) immediately following having been looked after.

2. Practising baptised Catholic boys with an older brother (see Note E) who will be attending the school simultaneously.

3. Other practising baptised Catholic boys.

4. Other baptised Catholic boys.

5. Other looked after boys and other boys who have been adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been looked after.

6. Boys of other Christian denominations (see Note F) .

7. Boys of other faiths (see Note G)

8. Any other applicants

NOTES:

A) Practising Catholic A 'Practising Catholic' is someone for whom a

Home
Map
Schools
Apply now
Back
Next

Home
Map
Schools
Apply now

'Certificate of Catholic Practice' has been issued. A 'Certificate of Catholic Practice' is issued by the family's parish priest (or the priest in charge of the church where the family attends Mass) in the form laid down by the Bishops' Conference of England and Wales. It will be issued if the priest is satisfied that at least one Catholic parent or carer (along with the child, if he is over seven years old) have (except when it was impossible to do so) attended Mass on Sundays and holy days of obligation for at least five years (or, in the case of the child, since the age of seven, if shorter). It will also be issued when the practice has been continuous since being received into the Church if that occurred less than five years ago. It is expected that most Certificates will be issued on the basis of attendance. A Certificate may also be issued by the priest when attendance is interrupted by exceptional circumstances which excuse from the obligation to attend on that occasion or occasions. Further details of these circumstances can be found in the guidance issued to priests.

B) Looked after child means a child in the care of the Local Authority or provided with accommodation by them, e.g. Catholic children with foster parents (see Section 22 of the Children's Act 1989).

C) Adopted means an adopted child is a child who is adopted under the terms of the Adoption and Children Act 2002 s.46 (adoption orders).

D) Child Arrangements Order. A Child Arrangements order is an order under the terms of the Children Act 1989 s.8 which defines it as an order settling the arrangements to be made as to the person with whom the child is to live.

Special Guardianship Order. A special guardianship order is an order under the terms of the Children Act 1989 s.14A which defines it as an order appointing one or more individuals to be a child's special guardian(s).

E) Brother means full, half or step.

F) "Children of other Christian denominations" means: children who belong to other churches and ecclesial communities which, acknowledging God's revelation in Christ, confess the Lord Jesus Christ as God and Saviour according to the Scriptures, and, in obedience to God's will and in the power of the Holy Spirit commit themselves: to seek a deepening of their communion with Christ and with one another in the Church, which is his body; and to fulfil their mission to proclaim the Gospel by common witness and service in the world to the glory of the one God, Father, Son and Holy Spirit. An ecclesial community which on principle has no credal statements in its tradition, is included if it manifests faith in Christ as witnessed to in the Scriptures and is committed to working in the spirit of the above. All members of Churches Together in England and of CYTÛN are deemed to be included in the above definition, as are all other churches and ecclesial communities that are in membership of any local Churches Together Group (by whatever title) on the above basis.

G) "Children of other faiths" means: children who are members of a religious community that does not fall within the definition of 'other Christian denominations' and which falls within the definition of a religion for the purposes of charity law. The Charities Act 2011 defines religion to include:

- A religion which involves belief in more than one God, and
- A religion which does not involve belief in a God.

Back
Next

Home
Map
Schools
Apply now

Case law has identified certain characteristics which describe the meaning of religion for the purposes of charity law, which are characterised by a belief in a supreme being and an expression of belief in that supreme being through worship.

H) Parent means the adult or adults with legal responsibility for the child.

GEOGRAPHICAL PROXIMITY

Where the offer of places to all the applicants in a category would lead to oversubscription, places will be offered on the basis of proximity to the school as measured in a straight line from the address point of a home to the centre point of the school site. Distance is calculated by the London Borough of Harrow using a computerised mapping system based on Ordnance Survey and address data. In cases where applicants live equidistant from the preferred school and places cannot be offered to both children, the available place will be allocated using a random computer selection.

N.B. A boy is deemed to be resident at a particular address when he resides there for more than 50% of the school week.

IN-YEAR ADMISSIONS

Applications for In-Year admissions are made directly to the school. If a place is available and there is no waiting list then the Local Authority will be informed and the boy admitted. If more applications are received than there are places available then applications will be ranked by the Governing Body in accordance with the oversubscription criteria, with the following modification: Catholic children without an offer of a school place elsewhere are given priority immediately after other practising Catholic boys. If a place cannot be offered at the time of application the reasons for refusal will be supplied and information will be provided about the right of appeal. The opportunity of being placed on a waiting list will be offered.

FAIR ACCESS PROTOCOLS

The school is committed to taking its fair share of children who are vulnerable and/or hard to place, as set out in locally agreed protocols. Accordingly, outside the normal admissions round the governing body is empowered to give priority to a Catholic child where admission is requested under any local protocol that has been agreed by both the Diocese and the governing body for the current school year. The governing body has this power even when admitting the child would mean exceeding the published admission number.

APPLICATION PROCESS

Applications should be made in the first instance through the eAdmissions (www.eadmissions.org.uk), the online portal for applying to reception, junior, and secondary school, supported by the 33 London Local Authorities and Surrey County Council.

School Supplementary Information Forms may be obtained from the school and should be returned, together with a copy of your son's Baptism certificate, to the Admissions Officer, Salvatorian College, on or before 31st October 2020.

Applications received after this date will

Back
Next

Home
Map
Schools
Apply now

be classified as 'late', meaning they will not be processed until after all other administrative procedures have been completed.

It is essential that all relevant details are sent in at the time of application so that the criteria for admission may be applied fairly. If not, the chance of a place may be jeopardised.

The Governors' Admissions Committee will meet in January to consider all applications. The Local Authority will write to all applicants to let them know their decision on 1st March 2021.
If you are offered a place, the onus is on the applicant to contact the school by Monday, 15th March 2021 to confirm whether the place is accepted. Unaccepted places will be allocated to applicants on the waiting list.

APPEALS

Unsuccessful applicants who wish to appeal should do so in writing, stating the grounds for appeal, to:

The Clerk to the Governors
Salvatorian College
High Road
Harrow Weald
Middlesex, HA3 5DY

In the case of over-subscription a waiting list will be drawn up.
This waiting list will be maintained by the governing body in the order of the oversubscription criteria and not in the order in which the applications are received. Names are removed from the list at the end of each academic year.
When a place becomes available the governing body will decide who is at the top of the list and make an offer.
Admission to the waiting list will be in accordance with the Admissions Criteria.

Please note: Closing date for the receipt of any appeals: Tuesday, 1st June 2021.

Back
Next

Whitefriars School

Whitefriars Avenue, Harrow,
HA3 5RQ
✆ 020 8427 2080 (admin)
✉ office@whitefriars.harrow.sch.uk
www.whitefriarssecondary.net

Executive Headteacher:
Ms Lucy Caswell

DfE NO: 310 2049



PLACES	AGES	GENDER	TYPE
150*	3-18	Mixed	Academy

Travel map

*** Whitefriars is an all-through school, therefore 60 places will be reserved for children attending Year 6. On 2 March, 90 places will be offered via the co-ordinated process**

Home
Map
Admissions
Apply now

Introduction

'Pupils' attitudes towards learning are exceptional' – OFSTED

In September 2015 we opened our brand-new secondary section. Our students make rapid progress in an environment of love and care. Our school is a strong family where expectations are high, values are positive and children are treasured. We believe that anyone can learn anything and the growth mind-set underpins everything we do. In May 2018, OFSTED graded our school as outstanding. In September 2021 we will open our brand new sixth form.

Ethos

'Pupils from a diverse range of backgrounds are welcomed into the school. They receive the support and encouragement they need to excel' – OFSTED

'The behaviour of pupils is outstanding. The school is a calm, orderly place' – OFSTED

We explicitly teach our students to live by positive shared values and to hold these deep in their hearts. Our students learn how to be respectful, determined, appreciative, peaceful, loving, stoic and honest. We teach them to embrace these behaviours because it is the right thing to do and because it is the people they aspire to be. The whole staff team and all pupils are involved in promoting these values and recognising their positive effects around the school. We are a Rights Respecting school and teach our children how to ensure that everyone has the right to learn and be safe. This creates our wonderful learning environments and great behaviour.

The students gain merits throughout the year for embracing the growth mindset, being happy when they are stuck and when revelling in learning from their mistakes. This allows the students to work towards their bronze, silver and gold awards. Every week there is a lovely special mentions assembly where all teachers nominate students who have gone over and above with their efforts.

Teaching and Learning

'High quality teaching ensures that pupils make exceptional progress' – OFSTED

Our pedagogical approach is rooted in the science of memory and how children learn. We ask lots of questions, we

Next

explain in small steps, we link to prior learning and we guide first practice. Our students think hard about their learning.

We do not set or label our students but instead ensure that everyone is focusing on their precise next steps. This is real differentiation. Our lessons are characterised by active learning with sparkle that engages our students.

Curriculum

'All pupils are seen as individuals. Staff go out of their way to ensure all pupils are fully included in school' – OFSTED

We provide students with a curriculum of the highest quality and its design reflects our high aspirations for every student. Our curriculum is broad and balanced. We fully embrace all of the requirements of the National Curriculum. We also recognise that the National Curriculum is only one element of a student's education and we use the time and space available to enhance it according to the needs of our own students. We provide the knowledge required for students to be educated citizens and we provide access to the best that has been thought and said.

We promote the spiritual, moral, social and cultural development of all students and our curriculum allows our students to appreciate human creativity and achievement. We place a real focus on the spoken language, reading, writing and vocabulary integral to all aspects of the curriculum and we use every relevant subject to develop mathematical fluency. We fully cater for the needs of students for which English is not their first language and for students with SEND.

Every half term there is a different theme which links subjects together, for example the students learn about volcanoes in Geography, make them in Art and explode them in Science.

Our curriculum is fully enriched with an innovative programme of visits and visiting speakers.

We offer a wide variety of GCSE courses which have been designed to meet our students' needs and ambitions.

There is a real emphasis on reading. Every day there is dedicated time assigned to quiet reading and every week our form tutors read to their students.

Every student uses Microsoft OneNote and OneDrive so that they can access key resources used at school, at home.

Facilities

'The excellent facilities and school grounds are used to provide pupils with an enriched curriculum that stimulates their interest and enthusiasm for learning' – OFSTED

Our secondary section has its home in our large new modern buildings and we have a wide range of extensive facilities including:

- Class leading Computing and library facilities
- Dance and Drama studios
- Specialist Art and Design studios
- Attractive dining area
- Large Music centre with a suite of practice rooms
- Large and well equipped sports hall
- Modern and well equipped Science labs
- Specialist facilities for catering and horticulture
- All weather sport pitches
- Recording studio
- Extensive grounds and green spaces

We have our very own resident chef who cooks fresh food on site every day, sometimes using fruit and vegetables that we have grown in our garden.

Beyond the curriculum

'An exceptional range of enrichment activities, thoroughly enjoyed by pupils, further enhances the curriculum' – OFSTED

It is crucial that students feel that they belong to the school and this is why we do so much beyond the curriculum and why our reward system is so robust.

There are many extra-curricular clubs so that students can become interested in new things. These include art, textiles, photography, gardening, cooking, media, gadget and origami.

There are lots of musical opportunities, there is a thriving choir and rock band and our students learn a variety of musical instruments including steel pans and dohl drums.

Our sports clubs include football, netball, rugby, basketball, weekly workout, gymnastics, athletics and dance. Every young person has the opportunity to get involved in regular drama productions. We have our very own forest area where our students sing around the bonfire and take part in nature trails.

There are lots of exciting trips including the Tate, Design Museum, Warwick Castle, Royal Observatory, Bletchley Park, the Globe, London Zoo and the trenches in Belgium. We have a hugely successful house system where forms take part in friendly competition in a range of activities, including sports cooking and photography.

Conclusion

We look forward to working closely with each and every one of you to find friendship, fun and success as we build a bright future together. We love our school and we hope you do too.

Whitmore High School and Science College

Porlock Avenue, Harrow,
Middlesex HA2 0AD
✆ 020 8864 7688
www.whitmore.harrow.sch.uk

Headteacher: Ms Susan Hammond



PLACES	AGES	GENDER	TYPE
270	11-18	Mixed	Community

Travel map

DfE NO: 310 4026

Home
Map
Schools
Apply now

Student Success

"Students make excellent progress from their starting points. The achievement of pupils is outstanding." – Ofsted

At Whitmore High School we believe passionately that every child has unique gifts and talents and deserves the best possible education. We have an excellent record of academic achievement and regularly obtain the highest rating from the government for our examination results. We value all our students and expect them to reach the highest standards of work and behaviour in our positive, friendly but disciplined atmosphere.

Curriculum

"The quality of teaching is outstanding. The school provides a wide range of subjects which match the needs and interests of all students extremely well." – Ofsted

At Whitmore, every child follows a rich, broad and balanced curriculum. High quality teaching inspires and supports students to develop the confidence, motivation and self-discipline to succeed. Teachers provide well-resourced lessons with challenge for the most able and additional support for students with specific learning and language needs.

In Year 7 and 8 students follow an enhanced programme of study, which includes the national curriculum and much more. Our curriculum includes dual languages (French and German), Music, Drama, Ceramics, Sculpture and Computing. A large number of students also take advantage of the extra music tuition available.

Students in Years 9, 10 and 11 study a range of GCSE subjects that follow the English Baccalaureate. Excellent exam results are a priority and the majority of our students work towards ten GCSEs. All students study six core GCSEs (English Language and Literature, Double Science, Mathematics and RE). Optional GCSE subject choices include Art (Painting & Drawing, Ceramics, Sculpture); Business Studies; Computer Science; Design & Technology and Food & Nutrition; Drama; French; German; Spanish; Geography; History; Media Studies; Music; PE; Sociology and Triple Science. All students complete a Work Experience placement in Year 10.

Homework is a vital part of education which helps develop independent learning and is set throughout the school. A homework timetable is issued to students and parents and our library runs a daily homework club, available for all students.

Next

Science College

"Teachers have excellent subject knowledge and high expectations of what students can achieve." – Ofsted

The school is a Specialist Science College. Resources coming into the school have led to exciting developments in Science and Mathematics, including innovative courses at GCSE and A Level, well-equipped laboratories for inspiring practical lessons, extensive use of computer technology, competitions and special events for our partner schools and the wider community.

Pastoral Care

"Students say they feel happy and safe in the school. They value the support that they receive from all staff." – Ofsted

"There are excellent arrangements to support students new to the school. The year team and a range of mentors and support staff liaise with local primary schools prior to transfer ensuring a smooth transition and successful start." – Ofsted

We pride ourselves on the quality of our pastoral care, which commences before students join Whitmore High School. We have an experienced team, which works very closely with primary schools to ease the transfer. Our induction programme includes visits to primary schools, individual interviews for tutors to meet each student and their parents and a day of special activities that takes place at Whitmore High School.
Pastoral care is organised through form tutors and Heads of Year, who move up the school with the students and get to know them very well as individuals. Academic progress, attendance and punctuality are all monitored closely. Parents are welcomed regularly for consultations and Year 8 students have an individual interview to discuss their choice of upper school courses. In Year 11 they have a guidance interview to discuss the range of Sixth Form courses available.
Our rewards system recognises hard work and positive contributions to school life and certificates and prizes for these achievements are presented in assemblies and at our annual Achievement Evening. A clear Code of Conduct ensures all students are fully aware of our high standards of behaviour. Emphasis is placed on students developing self-discipline which results from the desire to learn and a respect and awareness of the rights and needs of others.
Progress is assessed regularly in all subjects and parents receive three reports a year and attend a Parents' Evening. We regard the partnership with parents as vital to each student's development and progress and parents are encouraged to contact the school with any concerns. They are also welcome to raise any issues with the Headteacher at her surgery each Monday after school. The school's newsletter and website keeps parents up to date with school successes and events.

Sixth Form

"The Sixth Form provision is outstanding. Students achieve very well… and are very positive about the education and care they receive." – Ofsted

Whitmore has a very popular and successful Sixth Form. We offer a full range of A Levels and specialist BTEC courses and our Sixth Form programme includes trips and visits, extra-curricular activities, volunteering and leadership opportunities and advice on careers and progression to university, apprenticeships and employment. Standards are high and the majority of our students progress to highly regarded university courses. A separate Sixth Form prospectus is available on the

school website.

Facilities

Whitmore provides state-of-the-art facilities for all our students. Our landmark building provides extensive specialist accommodation and equipment which includes:

- Modern ICT suites and class sets of laptop computers
- A well-resourced modern library and computer centre which is also open out of school hours for homework
- 13 well equipped laboratories with prep rooms to support teaching and learning of Chemistry, Biology and Physics
- An impressive drama and dance studio used for rehearsals and performances
- Separate studios for Ceramics, Sculpture and Painting & Drawing
- Impressive Media and Music studios with recording facilities
- A large study area and seminar rooms for our Sixth Form
- A large, well-equipped sports hall with spectator seating and a superb fitness suite
- An all-weather sports pitch and courts for tennis and netball, all floodlit
- A spacious and attractive dining area
- A courtyard where students can relax at break and lunchtimes

Extra-Curricular Activities

"Students have many opportunities to take part in a wide range of clubs, extra lessons and educational visits." – Ofsted

A key strength of the school is the extensive variety and range of enrichment opportunities, which entice a high proportion of students to participate. These are very strong in the areas of the creative arts, sports, Duke of Edinburgh awards and study support. Flourishing music groups include brass, wind and string ensembles; a samba band, jazz band, steel pans and choir. They perform regularly in concerts both within the school, nationally and internationally.

Our Drama productions and showcases are extremely popular and play to capacity audiences. Each spring there is an Art and Design Exhibition, which is open to the public. Our Debating and Maths Challenge Teams continue to achieve success at local and national level. A wide range of sporting activities is open to all and includes competitive teams – particular successes in recent years include football, trampolining, netball, athletics, tennis, swimming, cricket, basketball, badminton and the Panathlon.
Departments organise many curriculum trips and visits. Recent journeys include adventure activities in Wales and Dorset; Language trips to France and Germany; Music tours to Spain and Italy; History trips to the WW1 graves; Art trips to various exhibitions and centre court tickets for Wimbledon.

We regularly welcome politicians, civil servants and the media interested in our curriculum developments and the achievements of our students. Each year students also actively raise tens of thousands of pounds for national and local charities.

Awards

The school's many awards include:

- OFSTED Outstanding 2015 and 2008
- Department for Education Top 30 Schools Award
- High Performing Specialist Science College
- National Training and Leadership Development School

Whitmore High School

Home
Map
School
Apply now

If there are fewer applicants than there are places available for Year 7 entry in September 2020, everyone who applies will be offered a place.

Children who have an Education, Health and Care Plan or Statement of Special Educational Needs which names the school will be allocated a place at the school in accordance with their statutory entitlement.

Oversubscription criteria

(This is applied when more applications are received than there are places available at a school)

a) A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order.

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).This includes children who were adopted under the Adoption Act 1976 (see section 12 adoption orders) and children who were adopted under the Adoption and Children's Act 2002 (see section 46 adoption orders. Child arrangements orders are defined in s.8 of the Children Act 1989, as amended by s.12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

b) Children for whom it is essential to be admitted to a specific school because of special circumstances to do with significant medical needs and or social needs.

This criterion relates to the child's medical and or social needs. Except in wholly exceptional circumstances such requests will only be considered for the school closest to the home address where this criterion is used in Harrow by the admission authority. The application must be supported by written evidence. The supporting evidence should set out the particular reasons why the school in question is the most suitable and the difficulties that would be caused if the child had to attend another school. The recommendation for this specific school should demonstrate knowledge of the school in terms of resources and organisation which deems it essential that the named pupil be admitted to the specific school. The Admission authority cannot give higher priority to children under this criterion if the required documents have not been produced.

Medical Needs

Applications made on medical grounds must be accompanied by compelling medical evidence from a hospital Consultant at the time of application. The letter from the hospital consultant

Back
Next

Home
Map
School
Apply now

must provide information about the child's medical condition, the effects of this condition and why, in view of this, the child needs to attend the parent's preferred school.

If the school is not the closest to home, the consultant must set out in detail the wholly exceptional circumstances for attending this school and the difficulties if the child had to attend another school.

Medical claims will only be considered for one school and this should be named by the consultant.

In assessing these applications, advice will be sought from Harrow's Special Education Needs Service.

Social Needs

Applications made on social grounds must be accompanied by compelling evidence at the time of application. Social needs claims will be considered where there is involvement from a social worker. The application will need to be supported with a letter from a Divisional Director of Children & Young People Services or a person holding a similar role in another local authority. The director must set out in detail the wholly exceptional circumstances for attending this school and the difficulties if the child had to attend another school.

Social claims will only be considered for one school and this should be named in the letter from a Divisional Director of Children & Young People Services or a person holding a similar role in another local authority.

c) Medical reasons relevant to parent(s)
Parent(s) with special medical reasons for seeking a place for their child at their preferred school. Except in wholly exceptional circumstances such requests will only be considered for the school closest to the home address where this criterion is used in Harrow by the admission authority. Applications will only be considered for the parent(s) with whom the child lives and must be accompanied by compelling medical evidence from a hospital Consultant at the time of application. The letter from the hospital consultant must provide information about the parent's medical condition, the effects of this condition and why, in view of this, the child needs to attend the parent's preferred school.

If the school is not the closest to home, the consultant must set out in detail the wholly exceptional circumstances for attending this school and the difficulties if the child had to attend another school.

In assessing these applications, guidance will be sought as appropriate (e.g. Harrow Association of Disabled people).

Medical claims will only be considered for one school and this should be named by the consultant.

Parent(s) making a medical claim solely on the grounds of the young person's need to be accompanied on the journey to school will not be allowed.

d) Sibling link (older brothers or sisters)
Children with a brother or sister attending Whitmore High School in years 7 to 11 at the time of application. The sibling link does not apply to students who are attending the sixth form.

e) Children of staff of the school
Children where their parent(s) has been employed by the school for two or more years at the time at which the application

Back
Next

for admission to the school is made or where the member of staff has been recruited to a vacant post where there is a demonstrable skills shortage.

f) Distance from home to school
Children living nearest to the school measured in a straight line from home to school. This must be the address where parent and child normally live and they must be living there on the closing date for receipt of applications.

Tie Breaker

If more applications are received in any one criterion than there are places available the oversubscription criteria will be re-applied followed by the 'tie-breaker' of distance, measured in a straight line. In cases where applicants live equidistant from the preferred school and places cannot be offered to both children, the available place will be allocated using a random computer selection.

Home
Map
School
Apply now
Back
Next

Applying for schools in other boroughs

Home
Map
Admissions
Apply now

Parents of children who live in Harrow may apply to schools in neighbouring boroughs. Similarly, parents of children who live outside Harrow may apply to schools inside Harrow. It may be true that the nearest school or schools to your home are located in other boroughs.

You can apply to schools in other boroughs by simply naming them on your application form in the usual way. You should only fill out one application form, and that should be the form from the borough where you live. So if your child is a Harrow resident, fill out a Harrow form – even if you are not applying to any Harrow schools. You can only apply to a maximum of four schools in Hertfordshire.

Please find contact details below for admissions departments in neighbouring Councils where you can get advice on school open days, admissions arrangements and other details.

Barnet
Pupil Admissions and Travel
Building 4
North London Business Park
Oakleigh Road South
London N11 1NP
✆ 020 8359 7651
✉ school.admissions@barnet.gov.uk
www.barnet.gov.uk

Brent
Pupil and Parent Services
PO Box 1057
Wembley
Middlesex HA9 1HJ
✆ 020 8937 3110
✉ school.admissions@brent.gov.uk
www.brent.gov.uk
www.brent.gov.uk/admissions

Ealing
School Admissions
Perceval House
14 – 16 Uxbridge Road, London W5 2HL
✆ 0208 825 5511 (Primary school admissions)
✆ 0208 825 5522 (High school admissions)
✉ mainroundadmissions@ealing.gov.uk
www.ealing.gov.uk/admissions

Hertfordshire
Children, Schools & Families
CHR 102
Pegs Lane
Hertford
SG13 8DQ
✆ 0300 123 4043
✉ hertsdirect@hertfordshire.gov.uk
www.hertsdirect.org

Hillingdon
London Borough of Hillingdon
School Placement and Admissions Team
4E/09 Civic Centre
High Street, Uxbridge
UB8 1UW
✆ 01895 556644
✉ admissions@hillingdon.gov.uk
www.hillingdon.gov.uk/schools

www.education.gov.uk
For other Local Authority address details

Back
Next

Children with Special Educational Needs

Home
Map
Admissions
Apply now

Harrow aims to allow children with Special Educational Needs (SEN) to attend their local secondary school wherever possible, and the vast majority of children with SEN do so. Only a small number of children, who have the most complex needs, receive places at a special school or at a mainstream school with special provision. To talk about the most appropriate placement for your child, parents should contact the Special Educational Needs Assessment and Review Service (SENARS) on 020 8501 8383.

There are two separate admissions arrangements for SEN children, depending on whether they have an Educational, Health and Care Plan or a Statement of Special Educational Needs.

Children WITHOUT an EHC Plan or a Statement of SEN

These children go through the normal admission procedure. Parents should fill out an application form in the usual way and children will be offered a place based on the school's published admissions criteria. All schools in Harrow receive additional funding to provide extra help for children with SEN.

Children WITH an EHC Plan or a Statement of SEN

These children do not go through the normal admission procedure. SENARS will consult schools for places on their behalf. We encourage parents to complete school application forms but this is optional. Parents are welcome to visit schools and attend open days.

Before the end of year 5, there will be a review of your child's EHC Plan or Statement of SEN, where parents, school staff and other professionals will discuss the arrangements for secondary school transfer. SENARS will receive a report of that review, and will write to parents at the beginning of September, asking for confirmation of their school preference. SENARS will then consult with the secondary school of preference (if appropriate) and, if required, contact parents again to discuss other options.
SENARS will write to parents in the third week in January to offer their child a place at a secondary school and to propose support arrangements. An amended Final EHC Plan or Statement of SEN which names a secondary school will then be issued by 15 February on the year of transfer.

Right to appeal

Parents who are dissatisfied with the school that is being offered should contact SENARS. If concerns cannot be resolved, parents have the right of appeal to the First-Tier Tribunal of the Health, Education and Social Care Chamber (HESC).

The Special Educational Needs and Disability Code of Practice January 2015 states that a school may only object to the admission of a child with an EHC Plan or Statement of SEN on the following grounds:
That the placement of the child would be incompatible with the efficient education of the pupils with whom they would be educated and that there are no reasonable steps that can be taken to enable the inclusion of the child.
If you believe this process applies to you or your child please contact SENARS on 020 8051 8383.

Back
Next

University technical colleges and studio schools

Home
Map
Admissions
Apply now

University Technical Colleges and Studio Schools accept 14-19 year olds for courses of study that are technically oriented or based around work skills.
Students born between 1 September 2006 and 31 August 2007 who live in Harrow and wish to apply to University Technical Colleges and Studio Schools in other boroughs should fill out an application form at **www.harrow.gov.uk/schooladmissions**.
Currently there are no University Technical Colleges or Studio Schools in Harrow.
For information on University Technical Colleges visit www.utcolleges.org.
For information on Studio Schools visit **www.studioschoolstrust.org**.

The full timetable for applications is:

1 September 2020	Website opens, and you can apply online at http://www.eadmissions.org.uk
23 October 2020	Last Friday before the half-term holiday. We strongly recommend that you submit your application by this date to avoid any delay.
31 October 2020	Closing date for applications
1 March 2021	Emails sent to parents with the outcome of their application. Please wait until you have received the email before logging on to the e-Admissions website. In some cases, letters will be sent through the post
16 March 2021	Deadline for acceptance or decline of offer.

Information on the appeals process for University Technical Colleges and Studio Schools is available direct from the schools.

Back
Next

Appeals

You can appeal any decision made about the school place you have been offered. Bear in mind that appeals will be heard on the basis of the admissions criteria listed in this guide. Please be sure you have strong grounds before you make an appeal. Last year only 6 per cent of secondary school transfer appeals were successful.

Home
Map
Admissions
Apply now

Name of school	Number of appeals in 2020	Number of successful appeals in 2020
Avanti House	8	0
Bentley Wood High School	8	0
Nower Hill High School	7	0
Park High School	3	0
Pinner High School	4	3
Whitmore High School	20	0

Appealing to Salvatorian & Sacred Heart

Appeals about decisions at the above schools are dealt with by the schools directly. Please contact the school and ask for their appeal form to be sent to you.

Appealing to all other Harrow Secondary Schools

Appeal forms are available on our website at www.harrow.gov.uk/schooladmissions. For guidance and information, contact us at schooladmissions@harrow.gov.uk.
An appeal has to be made in writing, setting out the grounds on which it is made, in full. You must include a full description of your case. Additional information and evidence supporting your appeal and its grounds should be submitted as soon as possible and before the appeal hearing. Please note that any evidence or information submitted on the date of the appeal may not be considered.
Appeals will be heard early in the summer term 2021. To be considered in this first round of grouped appeals, your appeal form must be received by 30 March 2021 2021. Subsequently, appeals hearings are held periodically through the academic year.

How the appeals process works

Appeals are organised by Harrow Democratic Services, independently of the Admissions Service. Democratic Services will notify you of the date of your appeal hearing and you will be requested to attend. At the appeal, the Admissions Service will explain the reasons why your child could not be offered a place. You will have the chance to ask questions and members of the appeal panel will ask you questions. The appeal panel will then make its decision and you will be notified of the result in writing. Any child admitted to a school as a result of an appeal will take precedence over others on the waiting list.

Appealing to a school outside Harrow

Please contact the Local Authority where the school is located for information of how to appeal.

Back
Next

Sixth form education

Home
Map
Admissions

If you wish to apply for a sixth form place in Harrow, do not fill out a secondary school application form.
Applications for sixth form places are made directly to the school or college.
All of Harrow's secondary schools and colleges work together in a partnership called the Harrow Sixth Form Collegiate.

The Harrow Sixth Form Collegiate is a partnership of the following:
Bentley Wood Sixth Form
Canons Sixth Form
Harrow Sixth Form
Harrow College Sixth Form Centre*
Hatch End Sixth Form
Nower Hill Sixth Form
Park Sixth Form
Pinner High School
Rooks Heath School
Stanmore Sixth Form College*
Whitmore Sixth Form
Whitefriars Sixth Form

Other sixth form provision
St Dominic's Sixth Form College*

How to apply

You should apply to your first choice of school or college.
Forms are available directly from high schools and colleges. The form contains full details of how to fill in the application and where to send it.
You will be offered a guidance interview.
The school or college will consider your predicted grades and reference when deciding whether to offer a place.

What happens next

Your application will be acknowledged.

The offer of a place is conditional on you achieving the appropriate entrance qualifications. Details of these are indicated in prospectuses or information leaflets from each school or college. You will be given further details during your guidance interview.
An appropriate programme will be negotiated.
Where a school or college does not offer a place, your application will be passed to your second choice.
The offer of a place will be confirmed.
If you do not meet the entrance conditions of your original offer, every effort will be made to place you on a different course in September.

** Harrow College Sixth Form Centre, Brookshill, Harrow Weald HA3 6RR & Lowlands Road, Harrow, HA1 3AQ. Tel 020 8909 6000. Email enquiries@harrow.ac.uk. Visit www.harrow.ac.uk St Dominic's Sixth Form College, Mount Park Avenue, Harrow on the Hill, HA1 3HX. Tel 0208 422 8084. Email stdoms@stdoms.ac.uk. Visit www.stdoms.ac.ukStanmore Sixth Form College, Stanmore College FEC, Elm Park, Stanmore, HA7 4BQ. Tel 0208 420 7700. Email enquiry@stanmore.ac.uk Visit www.stanmore.ac.uk*

Back
Next

LGBT pupils

Home
Map
Admissions
Apply now

Our vision is to ensure that this is a proud, fair and cohesive Harrow, a great place to live, work and visit and the same applies to places of study.

Lesbian, gay, bisexual and transgender pupils may face additional challenges and several of our secondary schools have signed up as Stonewall's Diversity Champions. These include Hatch End High School, Park High School, Pinner High School, Nower Hill High School and The Helix Education Centre.

The Equality Act 2010 provides protection from discrimination because of gender reassignment in schools. This means that it is unlawful for schools to treat pupils less favourable because of gender reassignment and that schools will have to fact in gender reassignment when considering their obligations. Gender reassignment is defined in the Equality Act as someone who is undergoing has undergone or is proposing to under a process (or part of a process) of reassigning their sex by changing physiological or other attributes. This definition means that in order to be protected under the act, a pupil will not necessarily have to be undertaking a medical procedure to change their sex. Pupils who are undergoing a social transition for example going by a preferred name or pronoun are protected by the Equality Act.

A change in school at a key transition point e.g. from primary to secondary



may be a good time for transition for some but it should not be the only opportunity. The right time to transition from one gender to another is when the child or young person feels they are ready.

We acknowledge that this may be a challenge for school and families but we feel that every school in Harrow can work to support every child in the borough including those transitioning. We would encourage families to contact us early so we can offer advice and support and also to discuss our admission criteria for children for whom it is essential to be admitted to a specific school because of special circumstances to do with significant medical needs and or social needs. For children who are new to the borough and without a school place we can also consider our Fair Access Panel.

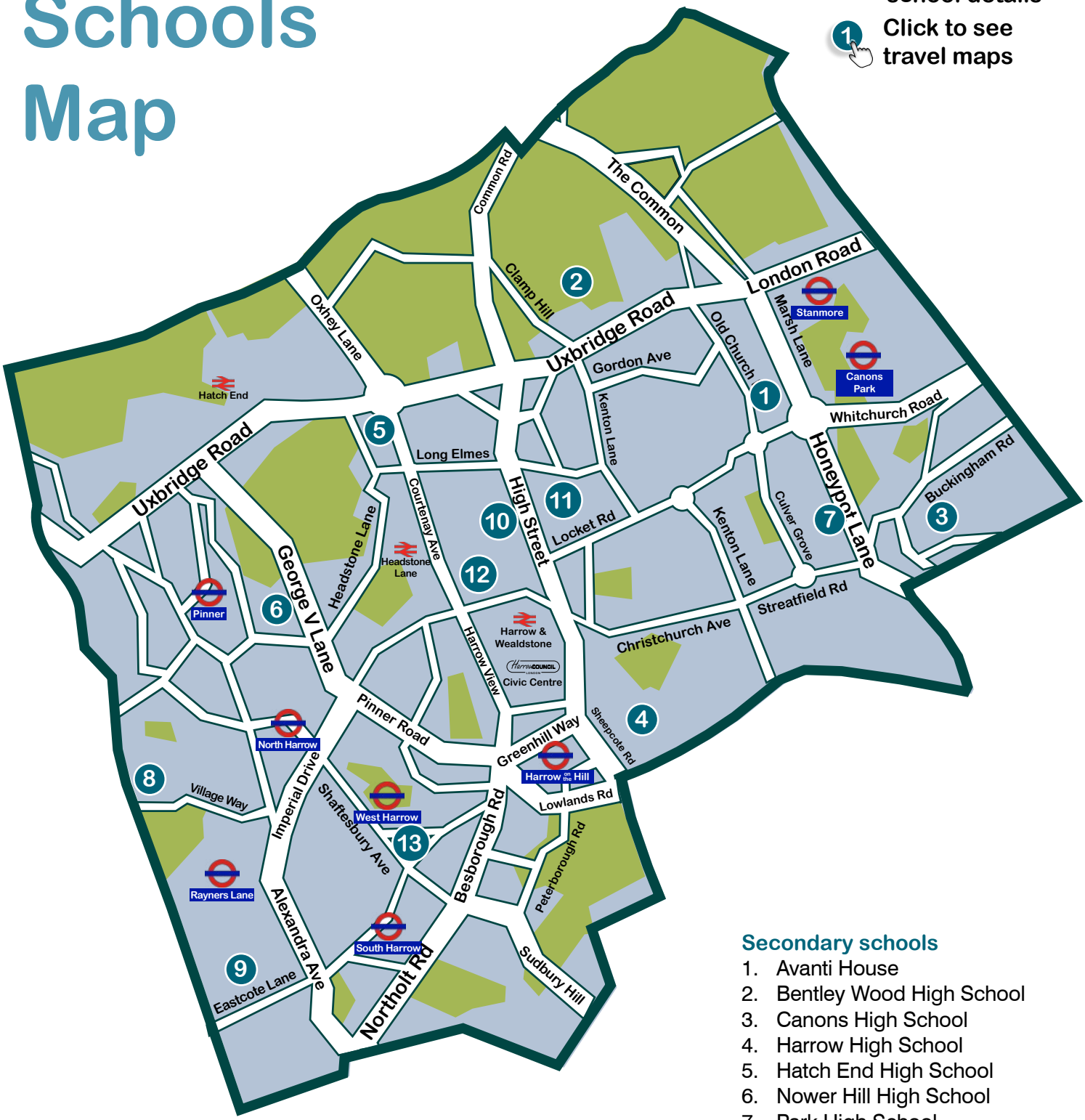
Harrow Admissions Service wishes to work with families to ensure that a change of school is made as smooth as possible and ensuring that the child or young person accesses any support they may need.

Back
Next

Secondary Schools Map

1 Hover over the location to see school details

1 Click to see travel maps



Secondary schools

1. Avanti House
2. Bentley Wood High School
3. Canons High School
4. Harrow High School
5. Hatch End High School
6. Nower Hill High School
7. Park High School
8. Pinner High School
9. Rooks Heath School
10. Salvatorian College
11. The Sacred Heart Language College
12. Whitefriars School
13. Whitmore High School

Back