Harrow

A guide to secondary school

2027-2028

LONDON BOROUGH OF HARROW

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Your application

Your application must be received by 31 October 2026

To avoid any last-minute problems, we strongly recommend you submit your application by 23 October 2026. 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 2015 and 31 August 2016, and is due to start secondary school in September 2027, the full timetable for applications is:

1 September 2026	Website opens, and you can apply online at http://www.eadmissions.org.uk
September / October 2026	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 2026	Last Friday before the half-term holiday. We strongly recommend that you submit your application by this date to avoid any delay.
31 October 2026	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 2027	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 2027	Deadline for acceptance or decline of offer.
31 March 2027	Closing date for receipt of appeals.

If your child lives in Harrow, and is due to start secondary school in September 2026, but was not born between 1 September 2015 and 31 August 2016, please do not fill out an application form. Instead, email **schooladmissions@harrow.gov.uk**

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How places were offered in 2026

This table shows how places were allocated to children starting at Harrow's secondary schools in September 2026.
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 receieved	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	Practicing Hindu parent ISKON*	Hindu children with a practising Hindu parent	Distance criteria	Furthest distance offered in miles**
Avanti House	879	180	13	1	N/A	0	65	0	74	N/A	15	11	0	N/A
Bentley Wood	635	240	5	0	0	0	49	0	7	119	N/A	N/A	60	1.806
Canons High	303	210	4	0	0	0	48	0	N/A	N/A	N/A	N/A	76	N/A
Harrow High	417	180	2	0	0	0	32	0	N/A	N/A	N/A	N/A	100	N/A
Hatch End	533	210	6	1	0	0	54	0	N/A	N/A	N/A	N/A	146	N/A
Nower Hill	1425	324	14	1	0	0	114	4	N/A	N/A	N/A	N/A	191	0.886
Park High	497	270	9	1	0	0	93	0	N/A	N/A	N/A	N/A	152	N/A
Pinner High	1247	180	11	4	0	0	71	2	N/A	N/A	N/A	N/A	92	0.548
Rooks Heath	295	210	5	0	0	1	60	0	N/A	N/A	N/A	N/A	92	N/A
Salvatorian	291	150	7	Information for Salvatorian College and The Sacred Heart Language College can be obtained directly from the school										
Sacred Heart	292	150	1											
Whitefriars	159	60	3	0	0	0	13	0	N/A	N/A	N/A	N/A	26	N/A
Whitmore	1338	270	13	1	0	0	87	4	N/A	N/A	N/A	N/A	165	0.766

Open days

Harrow's secondary schools will be holding open events in September and October to help parents and children decide on their applications.

Many schools begin their sessions with a short presentation. If you cannot make these dates and times, please contact schools for alternatives – all schools welcome visitors at other times.

Avanti House	Open Evening **Wednesday 16 September 2026**, 5pm – 8.30pm Open Mornings **Monday 21 September to Thursday 24 September 2026** from 9.30am by appointment with the school.
Bentley Wood High School	Open Evening **Thursday 10 September 2026**, 6:30pm – 9pm Open Mornings **Monday 14 September – Friday 18 September 2026** 9am – 12 noon
Canons High School	Open Evening **Wednesday 7 October 2026** 6pm - 8.30pm Open Mornings **Monday 12 - Wednesday 14 October 2026** 9am – 10am
Harrow High School	Open Evening **Wednesday 23 September 2026**, 6:30pm Open Morning Tours by appointment – please contact the school
Hatch End High School	Open Evening **Thursday 24 September 2026**, 5:30pm – 8:00pm (Headteacher's Speech at 5:30pm and 7pm) Open Mornings **Tuesday 29 September** and **Thursday 1 October 2026**, 9:15am – 10:30am Please book for both events via the school website.
Nower Hill High School	Open Mornings All week **Monday 21, Tuesday 22, Thursday 24 and Friday 25 September 2026** Information, presentations and tours for parents/carers and children to see the school in the normal working day commence at 9am and finish at 11am each day. Places for any of the five Open Mornings can be booked via the link on the school website from the start of September.
Park High School	Open Evening **Thursday 17 September 2026** 6pm – 8pm (last admission 7:30pm) Open Mornings **Tuesday 22, Wednesday 23 and Thursday 24 September** and **Wednesday 30 September and Wednesday 7 October 2026** (Please book via the link on the school website from the start of September)

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Pinner High School	Open Evening **Thursday 1 October** 2026 4pm - 7.30pm 4:30pm, 5;30pm and 6.30pm – Head's talk and school tour for parents/carers and children Tickets will be issued on a first-come, first-served basis on the day. Open Morning **Monday 5 October** 2026 9am – 10.15am and 11am – 12:15pm – school tour only for parents/carers and children to see the school during the normal working day. Booking required.
Rooks Heath School	Open Evening **Wednesday 9 September** 2026 5pm - 7:30pm with Open Mornings available on request between 9:10am – 10:30am
The Sacred Heart Language College	Open Evening **Tuesday 8 September** 2026, 6pm – 8:30pm Open Morning **Thursday 17 September** 2026, 9am – 10:30am
Salvatorian College	Open Evening **Tuesday 29 September** 2026 (5:30pm – 7:30pm) Open Mornings Commencing from **Thursday 1 October** 2026 (9am – 10am, by appointment)
Whitefriars	Open Evening **Monday 21 September** 2026, 4:30pm – 7:30pm (Headteachers talk at 5pm and 6:30pm) Open week beginning **Monday 28 September** 2026 – Bookable tours at 9am
Whitmore High School	Open Day/Evening **Tuesday 22 September** 2026 3:30pm – 5:30pm and 6:30pm – 8:30pm

How to apply

Apply using our online form

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 2027 but was not born between 1 September 2015 and 31 August 2016, 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.

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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 2026. 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.

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.

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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

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.

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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 and expected to live in September 2027 and beyond.

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.

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.

All applications that are received will be verified.

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.

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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.

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.

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

How the application process works

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 2026, the admissions process will begin.

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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.

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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 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) or Avanti House Secondary School.

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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 25/26 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.

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Accepting a place

- Every parent who has applied online for a Secondary place for their child will receive an email on 1 March 2027 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

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- 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 18**.
- 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.

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Late applications

If you do not submit your application to Harrow Council by 31 October 2026 then your child will not take part in the normal admissions process. Instead, they will need to go through a late application process.

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 2027. 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 7 December 2026.**
   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 7 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 2027.

Admissions arrangements

Use the following links to see admissions arrangements for Harrow's secondary schools, including Academies and Free 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.

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Avanti House
Bentley Wood High School
Canons High School
Harrow High School
Hatch End High School
Nower Hill High School
Park High School
Pinner High School
Rooks Heath School
The Sacred Heart Language College
Salvatorian College
Whitefriars School **(Secondary Phase)**
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.

Admissions arrangements are binding, and no exceptions will be made during the admissions process.

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Avanti House Secondary School

Excellence Virtue Devotion

Wembrough Road, Stanmore HA7 2EX
✆ 020 8249 6830
✉ avantihouse@avanti.org.uk
www.avanti.org.uk/avantihouse

Principal: Mr Simon Arnell
DfE NO: 310 4000

Travel map

PLACES	AGES	GENDER	TYPE
180	11-18	Mixed	Free school

Avanti House is a free school for boys and girls aged 11-18, set up in response to parental demand. The school is 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.

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Ethos

Avanti House is founded on the concept of a Tree of Life – the Roots (Spiritual Insight), the Trunk (Character Formation) and the Crown (Educational Excellence).

We ensure that Avanti House is a truly inclusive school where the virtues, 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 community at Avanti House School work together to inspire pupils to be 'spiritually compassionate changemakers'. This vision is fulfilled through an ethos of high expectations and mutual respect. The report also states that "The school virtues of respect, self-discipline, courage, integrity, empathy and gratitude are woven through the curriculum."

Curriculum

Avanti House School offers a broad, balanced and challenging curriculum centred on the academic rigour of the English Baccalaureate. As well as the traditional core subjects of English, Maths, Science and the humanities subjects, pupils in Year 7 have the chance to study Sanskrit, Yoga, Music, Dance, Drama and Art as well as either French or Spanish.

The school, via its bespoke philosophy, religion and ethics programme (PRE), encourages students to understand and appreciate the value of self, of others, of

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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 they will face in a fast-changing 21st century global economy and community.

Behaviour at Avanti House School is outstanding - “Pupils behave impeccably, and lessons are undisturbed.” (Ofsted, 2025).

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The school currently operates a six period day with an hour after school most evenings for enrichment clubs.

Our early start at 8am 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.
- 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 six Colleges (Aether, Air, Cosmos, Earth, Fire & Water).

While taught in year groups, each student belongs to a college 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-college 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 Leadership Team 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. Music tuition is available across a range of instruments and amongst the many extra-curricular events this year have been the following:

- Spiritual retreats to Lincoln, France and Belgium.
- Duke of Edinburgh.
- Combined Cadet Force unit.
- Ski trips to Italy.
- MFL trips to Spain.
- Many theatre trips including to see “Harry Potter and the Cursed Child”.

In conclusion

Avanti House offers a holistic education to all its pupils, identifying strengths and talents and developing that potential to the full, with academic achievement, character development and spiritual insight valued equally. Young people will leave Avanti House well qualified, confident, creative and characterful.

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Bentley Wood High School

Ofsted outstanding provider

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

Headteacher: Ms Naseema Akbar

DfE NO: 310 4032

Travel Map

PLACES	AGES	GENDER	TYPE
240	11-18	Girls	Academy

Ofsted Outstanding Provider

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Our Ethos

"Pupils develop into confident and caring young people at this school. The school sets high expectations for both behaviour and achievement. This is underpinned by the school's values of CARE: communication, achievement, respect and empathy, which are embraced by the school community"

– Ofsted 2023

We are very proud of Bentley Wood. It is a truly outstanding, inclusive girls' school. We value 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, their families and the staff, all of whom show unwavering dediction and 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. A full range

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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 through our 1:1 device scheme;
- A coherent approach to personal development where we care about every child;
- Excellent provision for the most able students.

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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 form tutors who care for them on a daily basis and stay with them as they progress up the school. The form tutor and Head of Year form part of the pastoral team. They ensure that each student's academic progress, attendance, punctuality and overall development are monitored very closely, and each student is supported in reaching their potential.

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, student panels and our student leader groups.

Wider Interests

"Pupils are encouraged to be expressive and creative through the curriculum and through wider opportunities." – Ofsted 2023

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;
- Languages and ski trips abroad;
- An extensive range of sporting activities including; tennis, football, cricket, rounders, athletics, netball, and dance;
- Annual drama productions and showcases;
- Activity Week which includes murder mystery challenges, orienteering, and learning new skills;
- Concerts of music and dance;
- Visits to art galleries, museums and theatres;

- An extensive range of lunchtime and after school clubs and activities including Anthropology, Ancient Greek, slam poetry, rock band, gardening, coding and Science and Maths clubs;
- Breakfast Club each morning from 7.45am - 8.15am offering a free healthy breakfast and a safe indoor space before school starts.

Our Facilities

Bentley Wood High School benefits from a unique setting in Harrow, offering outstanding facilities and outdoor spaces that support both academic excellence and a rich extracurricular experience. Our environment reflects our CARE values, ensuring students are supported, inspired and empowered to succeed. This aligns with our commitment, recognised in our Ofsted report, to provide high quality education within a nurturing and inclusive environment.

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Our facilities include:

- 27 acres of beautiful grounds, including woodland, tennis courts, cricket pitch, gym and a fully equipped sports hall;
- Well-equipped science laboratories, IT facilities and purpose built Drama, Music and Dance studios;
- A contemporary Sixth Form designed to foster independence, responsibility and ambition;
- A 1:1 device scheme, ensuring every student has access to a digital device to enhance learning, collaboration and digital literacy across the curriculum

Across all our facilities, we aim to create an environment where students feel cared for, challenged and inspired, and where they can develop the skills, confidence and character needed for future success.

I think BW offers my daughter wonderful pastoral care and she loves to go to school and enjoys the learning. - Y7 Parent

‘Pupils develop into confident and caring young people at this school. The school sets high expectations for both behaviour and achievement. Pupils demonstrate exceptional behaviour and focus well in the classroom. They are respectful towards each other and their teachers, and understand the importance of positive attitudes. This is underpinned by the school’s values of CARE: communication, achievement, respect and empathy, which are embraced by the school community’ – – Ofsted 2023

Conclusion

“The programme in place for pupils’ personal development is unique. The school offers a ‘learning journey’ of connected opportunities, which starts in Year 7.” – Ofsted 2023

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.

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Canons High School

Excellence for all

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

Headteacher: Mr D Bullock

DfE NO: 310 4022

Travel Map

PLACES	AGES	GENDER	TYPE
210	11-18	Mixed	Academy

This is an exciting time to be joining Canons High School. We are proud to be recognised as 'Good' by Ofsted but continue to strive towards excellence in all areas. We welcome all families who want to find out more and look forward to showcasing the spirit of Canons at our Open Evening on Wednesday, 7 October 2026 and Open Mornings on 12, 13 and 14 October 2026.

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Ethos

We are a diverse and inclusive comprehensive school that promotes high standards of excellence in all areas of school life. We are a community school where positive relationships are fundamental in enabling our young people to achieve their very best.

We believe in Excellence for all:

- Excellent behaviour & attitudes
- Excellent teaching & learning
- Excellent opportunities & experiences
- Excellent outcomes & progress
- Excellent communication
- Excellent environment for learning

Excellent teaching and learning

At Canons, students follow a three-year key stage three programme during which they study the national curriculum in Computer Science, Technology, Food, History, Geography, Religious Studies, PE, Drama, Art, Music and Media studies, 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.

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After Year 11, students can join our oversubscribed sixth form to continue their studies in a wide range of subjects, including all the traditional academic subjects as well as new subjects such as Psychology, Sociology and Law. For those who are interested in a more vocational curriculum, students can study BTEC Level 3 Sport or a suite of T-levels including Digital, Education and Business Management.

“The school’s curriculum is ambitious. It offers pupils and sixth-form students a wide range of subjects, both academic and vocational.” (Ofsted 2023)

To enhance effective learning, in September 2024, we changed our curriculum model to a fortnightly timetable, with 5 one-hour lessons per day for KS3 and KS4 students. This allows us to continue offering the two-week October half term break, ensuring that staff and students can refresh themselves.

“In the past few years, leaders have worked on developing and improving their curriculum thinking. In most subjects, the changes and improvements are well established. Leaders identify what knowledge they want pupils to learn, step by step and in a logical manner. Teachers have expertise in their subjects.” (Ofsted 2023)

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Excellent opportunities and experiences

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, table tennis, karate and dance. Other activities include astronomy club, film club, drama club and chess club.

In addition to our expanding in-school extra-curriculum provision, KS3 students have the opportunity to go on a PGL residential trip and a ski trip abroad is offered to all students across the school. Through the introduction of a House system, students have wide range of leadership positions to pursue. Students also follow a personal, social, health, relationship and economic (PSHRE) programme.

“Pupils have opportunities to take part in enrichment activities. For example, there are astronomy, chess and sporting clubs. Pastoral care supports pupils in many ways. This includes helping pupils in taking care of their mental and physical health.” – Ofsted 2023

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.

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. We are partnered with Liceo G. Pascoli school in Florence and undertake exchange visits to explore learning in other countries. Our student government have also liaised with local and national employers as part of our outreach programme.

We have also established an excellent and very successful relationship with Barnet FC and the London Bees to allow aspiring professional footballers to combine training as a sports' professional with academic qualifications, winning the National Cup in 2025!

Excellent outcomes and progress

Our students' success is also a result of focussed support for students with the greatest needs, both in and out of the classroom. Canons has a record of helping students with low prior attendance, special educational needs, and English as an additional language. A strong Learning Development team and robust intervention programmes ensures these students continue to 'close the gap' with their peers.

"Leaders want all pupils to be confident readers. They now assess pupils' decoding ability and fluency. They provide bespoke support to those who are behind in their reading." (Ofsted 2023)

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Above all else, at Canons we recognise that school is an important 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 (84%) Canons students go on to higher education, degree level apprenticeships or employment than is the case in schools nationwide. (2026 Destinations Report)

Excellent environment for learning

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. In April 2025, we were awarded the Gold award for our commitment to Continuing Professional Development from The Teacher Development Trust (TDT).

Canons High School has made impressive progress since the 2024 Diagnostic Review, demonstrating genuine responsiveness to feedback and strategic development of its professional learning culture. The transformation in student voice practices, moving from an identified development area to Gold-level provision with structured surveys and direct influence on CPD planning, exemplifies the school's commitment to continuous improvement. The collaborative culture that emerged last year has now flourished into a comprehensive, embedded practice with multiple mechanisms supporting meaningful peer learning and professional dialogue. (TDT Gold Award 2025)

"Pupils know that their teachers care about their education and want them to succeed. They said that teachers go out of their way to support them, even outside of lesson time, for example, if they seek extra help to understand the work. This is indicative of the strong working relationships that pupils and sixth-form students enjoy with adults in this school." (Ofsted 2023)

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

Travel Map

PLACES	AGES	GENDER	TYPE
180	11-18	Mixed	Academy

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Welcome to Harrow High School

Choosing a secondary school is a significant decision for any family. At Harrow High School, we understand this and are committed to providing an environment where young people thrive - both academically and personally. Our focus is on delivering excellence for all through a rigorous curriculum, dedicated pastoral care, and a culture that fosters strong relationships, high expectations and ambitious aspirations.

Excellent Learning and Progress

At Harrow High School, our exceptional exam results firmly cement our position among the top 10% of schools nationwide for student progress. This is anchored by a phenomenal GCSE Progress 8 score of +0.62, meaning our students achieve nearly two-thirds of a grade higher in every subject than their peers nationally with similar starting points. In our Sixth Form, learners continue to thrive achieved outstanding success with 61% of grades at A*-B (top 10% nationally), alongside an incredible performance that placed the school in the top 1% across the country for BTEC progress, with 91% of grades awarded at Distinction*-Distinction. These foundations ensure our leavers are highly competitive, transitioning to top-tier destinations including King's College London, Birmingham, and Leeds to pursue prestigious pathways such as Medicine, Law, and Chemical Engineering.

These outcomes reflect not only the effort of our learners, but the skill and the dedication of our staff. We are proud to attract and retain excellent teachers who are passionate about their subjects and committed to professional growth. All our staff are committed to ongoing professional learning — engaging in research, pedagogical development and curriculum innovation. This culture of continuous improvement enables us to deliver increasingly strong outcomes for our learners.

Our curriculum is carefully designed to challenge and inspire, encouraging

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learners to develop deep knowledge and a love for learning. Reading is prioritised across all key stages, and support is tailored to individual needs — whether that means stretching our most able learners or providing specialist input for those with SEND. As OFSTED noted:

“The curriculum is ambitious. It has been thoughtfully planned. Leaders have high expectations for pupils’ achievement and aim to encourage ‘excellence for all’ throughout the curriculum.”

(Ofsted)

Our calm and purposeful classrooms, where learners are focused and respectful, create an excellent environment for learning and teaching alike. This in turn allows staff to do their best work, contributing to a strong culture of achievement.

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Excellent Behaviour, Safety and Care

Harrow High is a community built on shared values. We maintain high standards of behaviour and conduct, and learners respond with maturity, kindness and respect. Clear policies, applied consistently and fairly, help create an atmosphere that is safe, orderly and inclusive.

“The school has high expectations of pupils’ behaviour. Leaders have worked successfully to ensure that the school is a respectful, calm and orderly environment.”

(Ofsted)

Harrow High is a welcoming and diverse school where every learner is known and supported. Students feel safe and valued, and know there are always trusted adults they can turn to for support. This strong foundation ensures every learner feels safe, secure and supported.

“The school is a positive environment for learning. Pupils’ behaviour is sensible in lessons and around the school. Pupils know that if they have a concern, there are adults they can talk with.”

(Ofsted)

Excellent Aspirations and Personal Development

Our ambition for every learner goes beyond exam results. We want young people to leave Harrow High with the confidence, curiosity and motivation to make a positive contribution to their communities and to succeed in whatever path they choose.

We support this through a rich programme of cultural and philosophical learning. Every learner takes part in at least three cultural trips each year and visit at least two universities, helping them visualise and plan for their future. Our students regularly secure places at top universities across the UK — a testament to both their achievement and the guidance they receive throughout their time with us.

We offer a wide-ranging co-cirricular programme, including academic clubs, creative activities and sport. Whether it's a lunchtime Spanish café or afterschool athletics, every learner has the chance to develop their interests and build confidence. Careers guidance at Harrow High is a strength, with opportunities throughout each key stage to explore pathways, gain work experience, and develop the skills needed for future success.

"Pupils take part in an extensive range of extra-curricular activities and visits. They enjoy this part of school life. They receive detailed and helpful careers guidance. All these strengths make Harrow High School a happy and supportive place to be."

(Ofsted)

Excellent Communication and Strong Partnerships

Open, respectful communication underpins everything we do. We foster strong relationships between staff, learners, and parents — ensuring we work collaboratively in the best interests of every young person. Even when challenges arise, our emphasis on positive, solution-focused dialogue helps us work together effectively.

"Staff work sensitively with families. Parents and carers, pupils and staff are very positive about the school."

(Ofsted)

Experience Harrow High School

We warmly invite you to learn more about what makes Harrow High School such a distinctive and successful community. Attend one of our open evenings or contact us to arrange a tour. You'll see our school in action, meet learners who are proud of their achievements, and speak to staff who are passionate about education and committed to excellence.

"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 in Year 13 and AAA in Year 12 encouraged me to enrol my youngest daughter in Harrow High School too."

(Parent)

Stay connected
Instagram – @harrowhighs

LinkedIn – Harrow High School

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Hatch End High School

High Performing Specialist School

Headstone Lane, Harrow, HA3 6NR
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✉ admin@hatchend.harrow.sch.uk
www.hatchend.harrow.sch.uk

Headteacher: Mrs Marianne Jeanes

DfE NO: 310 4020

Travel Map

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210	11-18	Mixed	Academy

"The school's core values of co-operation, ambition, respect and empathy underpin all aspects of school life. The school strives to provide the same high-quality education to all pupils. Leaders work to overcome any challenges that pupils face." – Ofsted

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Values and Ethos

"The school's core values of co-operation, ambition, respect and empathy underpin all aspects of school life." – Ofsted

Choosing a secondary school is a significant decision for any family. At Hatch End High School, we understand this and are committed to the success of each and every student for this new academic journey. We are proud of being a high performing, inclusive community school which welcomes all cultures, faiths and beliefs.

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. Our core values of co-operation, ambition, respect, and empathy underpin everything we do.

An Outstanding Curriculum

"Consistently in the top performing schools nationally for student progress at GCSE and A Level" – Department for Education

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. We provide sufficient challenge for our most able through our Hatch End Extend programme and support students who face additional barriers to succeed through very high quality support from our SEND, EAL, Literacy, pastoral and safeguarding teams.

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"Over recent years the school has developed its curricular thinking so that it is sequenced well....Leaders are ambitious for all pupils. They ensure that pupils study a broad range of subjects. The school identifies clearly the key subject content that pupils need to learn and when. This helps teachers to build on pupils' prior learning progressively." – Ofsted

Alongside the strong taught curriculum, it is vital that we encourage our students to be self-motivated and self-disciplined students who take ownership of their learning and personal development both in and outside the classroom. We want them to not be afraid to make mistakes and take risks. We therefore encourage teachers to challenge all students and to find those aspects of the subject that can engage and inspire each individual both personally and academically, so they progress rapidly throughout their school life.

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"Teachers have strong subject knowledge. Overall, they check pupils' prior learning effectively.... Teachers present information to pupils clearly. They model and scaffold concepts to pupils effectively. This enables pupils to produce high-quality work." – Ofsted

After a strong Key Stage 3 foundation in Years 7 and 8, students commence Core GCSE studies at the beginning of Year 9 and also choose two creative option subjects to begin in Year 9. Their final GCSE option choices start at the beginning of Year 10. Our curriculum is 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, not only here at Hatch End but also through the highly successful Sixth Form Collegiate, after which the majority of students move successfully on to university, although apprenticeship routes are also becoming increasingly popular.

Pastoral Care and Personal Development

"Staff encourage pupils to respect people from other backgrounds and to treat everyone equally." – Ofsted

Ambition is one of our We CARE values because every student at Hatch End High School is encouraged and supported to set their sights high and broaden their ambitions, regardless of their background or individual circumstances. We understand that ambition requires drive and determination, and we actively teach our students the strategies needed to be successful. Strong relationships between students and staff are really important. When there is mutual respect and empathy students can ask for help, share concerns, feel confident to make mistakes, take pride in their achievements and be creative.

We encourage ambition both in big long-term goals and in the small day to day achievements. We enjoy celebrating success and make sure parents are always informed so that you can stay involved.

Our pastoral care and safeguarding team are exceptional. We have dedicated Heads of Year (HoYs) and full time non-teaching assistant HoYs, a school counsellor, mentor team, full time EAL department, a fantastic SEND department

and access to a range of external supportive services. We understand that a caring and supportive learning environment enables children to become confident, creative and independent learners so we work hard to ensure we achieve this.

"Pupils socialise well together at breaktimes and lunchtimes. Any extreme behaviour is rare and dealt with very well by the school. Pupils are taught how to keep themselves safe. Staff encourage pupils to respect people from other backgrounds and to treat everyone equally." – Ofsted

Hatch End High School 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. Some of these are within the curriculum for example in our PCSHE programme including external speakers and workshops covering social and emotional skills including health education and citizenship. Or within our tutor time programme such as oracy, DEAR (drop everything and read) and our year group passport challenges. Others are part of our extra-curricular or scholarship programme, providing opportunities such as debate mate, the Dream Forward programme, Hatch End radio and coding club.

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High quality careers guidance from Year 7 is also key to our young peoples' success, as recognised by Hatch End High School gaining the prestigious Quality in Careers Mark.

We believe in investing in cultural capital and we have a programme of trips that are linked to the curriculum, to rewards, to community and transition and also trips for whole year groups so that all our young people have the opportunity to attend a visit every year. The Year 7 visit to London Zoo is an annual highlight and we hope to see many of our students on residential trips, musical or language tours, visiting universities and contributing to charity events.

Inclusivity and Community

"The school makes sure all pupils feel included in school." – Ofsted

We are very proud of the inclusive nature of Hatch End High School. We have an additionally resourced provision for students with hearing loss which allows them full access to the curriculum and a full-time provision for students with EAL which prepares them to successfully access our mainstream provision after an introductory, bespoke curriculum. Our SEND provision enables all our students with EHCPs to access the curriculum and offers a range of pathways for students so that they can maximise their academic success.

"The school makes sure all pupils feel included in school. For instance, pupils in the additionally resourced provision [for the hearing impaired] learn alongside their peers successfully. The school takes great care to support pupils with SEND. Leaders ensure that staff throughout school understand the individual needs of pupils. Pupils with SEND are well supported to access the curriculum. This enables pupils to gain in confidence and prepare for adult life. The school has introduced a plan to support those who are at the earliest stages of learning English.... Leaders prioritise reading and accurately identify pupils' reading needs. Pupils who struggle with their reading receive timely and appropriate support." – Ofsted

We are committed to giving every student the chance to support our wider community and therefore we have our ECC (extra-curricular) programme for an hour a week within the school day.

Students get a sense of belonging and school community from being part of the arts programme in the first term, working to support the school production in some form whether as a performer, backstage, creating props or scenery or learning about sound and lighting. They get involved in our local community during the second term in a project with the tutor group.

We are so fortunate at Hatch End with the amount of green space and resources we have, and this contributes to the calm and welcoming atmosphere. To protect and appreciate this, in the summer term, the students work together as a team to improve and enhance an aspect of the school or local community facilities.

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This is supplemented by the opportunity for our students to volunteer with the support of Time Givers to help local charities and community groups.

We encourage all our students to complete their Y7 passport and reward those who do – this encourages them to get involved in all areas of school life.

Communication with Parents

"The communication to all parents and carers is superb." – Parent

We know that choosing a secondary school is an important step for parents and carers as well as for students. A strong relationship between home and school is crucial and we work hard to ensure that parents feel informed, involved and supported.

We enjoy celebrating success and make sure parents are always informed and involved in their child's achievements. To ensure a smooth transition from primary to secondary school, every parent will have a meeting with a member of the Leadership Team to discuss ways we can best support your child.

"My daughter has been at this school 6 months. In her time there, she has grown as an individual in both confidence and capabilities. My daughter comes home happy and excited to learn... I have yet to encounter a staff member who doesn't give their all to the children, going above and beyond normal hours and expectations... The communication to all parents and carers is superb. The staggering range of extra curriculum clubs and activities means that all children have the chance to thrive in their preferred way." - Hatch End High Parent

Awards and Achievements

- Regularly in the top 20% of schools nationally for student progress at GSCE and A Level
- Quality in Careers Mark
- Partner School with Oxford and Cambridge Universities
- High Performing Schools Award - The Schools, Students and Teachers Network

- Inclusion Quality Mark
- 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
- Part of the Harrow Collegiate Alliance

Our Facilities and Transition Support

"The staff strive to make sure every child succeeds in a manner which works for the child." – Parent

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Hatch End High School is privileged to be set on a very large site, with lots of green space and specialist provision for every curriculum area. We are very proud of our modern facilities including our new teaching block including specialist ICT & Food rooms, plus a 'state of the art' learning resource centre. Our modernised Great Hall is the largest theatre space in Harrow and is supplemented by our round house and radio studio.

There is extensive outdoor space including a recently refurbished playground, new outdoor eating area and a new football pitch. Whatever you want to do at break time there is space for it – clubs, basketball / football, sit and chat, dine together in the canteen or outside at the "cube", study in the learning resource centre or be in the dedicated year common room with your Year 7 friends.

To ensure a smooth transition from primary to secondary school we start working with students in Year 5, offering enrichment activities. In Year 6, students will join us for a friendship afternoon which is a fantastic opportunity to get to meet new friends and teachers very early in the process and calm any nerves.
In the summer term students will join us for a taster day and every parent will have a meeting with a member of the Leadership Team to discuss ways we can best support your child.

In addition, we are proud to be part of the John Lyon Charity Transition Project. A dedicated Transition Support Coordinator will work with Year 6 students and their families pre transition to facilitate a smooth pathway for all. Further support is also on offer in Year 7 with a focus on students who are EAL, HIP and/or SEND, ensuring that students settle and can focus on their learning journey at the school. The Arts will be used to support a range of activities alongside additional trips, curriculum/ pastoral support, small focus groups and support for families. We will be offering a Summer School each August from 2027 for incoming students to provide an exciting programme of curriculum support alongside enrichment opportunities and a day trip to London for cultural capital and student bonding. The project is an exciting opportunity seeking to empower our incoming students and their families and providing scaffolded support to ensure they can settle and gain sense of belonging enabling them to thrive.

Nower Hill High School

A National Teaching School

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

Headteacher: Ms Jo Skelhorne

DfE NO: 310 4024

Travel Map

PLACES	AGES	GENDER	TYPE
324	11-18	Mixed	Academy

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Our Vision

Creating choice and possibilities for all

At Nower Hill our proudly diverse and inclusive community believes that an ambitious education empowers every young person with the **knowledge, skills, character and confidence to take control of their future.** It encourages integrity, articulacy, and critical thinking. This drives a lifelong love of learning and a desire to make a difference.

We value **ambition, commitment, creativity, equity, and kindness.** We strive to ensure all students are challenged, well supported, and happy at school so they can thrive.

"There are warm and friendly working relationships between teachers and pupils. Staff teach pupils expectations around positive behaviour relentlessly and expertly. Behaviour in lessons is exemplary, making a very strong contribution to pupils' high achievements." – Ofsted, November 2023

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 2025, 82% of our students achieved a GCSE grade of 4 or higher in both English and Maths, 37% of all GCSE

grades were 9-7 (previously A*/A), 85% of all grades were 9-4 (previously A*-C) which puts us in the top 10% of all non-selective schools nationally. Our progress 8 score at GCSE of 0.62 places us in the top 20% of all schools nationally. Nower Hill also performs well above the national average in the Sixth Form. In our large Year 13 A level cohort of around 200 students, 61% of all grades achieved were at A* to B and 33% of all A level grades were at A* and A. Over 90% of students moved on to degree courses at 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, November 2023

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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, Design Technology, Drama, Geography, History and Music. All students also study Latin, classics and oracy as well as a modern foreign language of French or Spanish. Ancient Greek is 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, Citizenship, PE, PRE, 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 GCSE in Ancient Greek, Astronomy or Dance.

Sixth Form

"Staff in the sixth form teach very skilfully. This prepares all students very well for their next steps, including pupils with SEND." – Ofsted, November 2023

- Nower Hill has a large and successful Sixth Form of over 400 students studying 3 or 4 A levels from a choice of over 30 subjects
- The ALPS (A Level Performance System) consistently ranks our A Level performance as being excellent
- The purpose-built Howard Freed Sixth Form Centre offers excellent teaching accommodation, social and study facilities and has a complement of over 100 PCs
- Sixth Form supported study periods are supervised and supported by dedicated staff
- The majority of our students progress to university courses with a high proportion going to Russell Group universities including Oxford and Cambridge. We are also seeing growing numbers go on to competitive degree apprenticeships.

Student Support

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

- Outstanding support for students is evident throughout the school; strong systems to provide appropriate support in meeting the needs of individuals exist at Senior Leadership and Middle Leadership levels as well as via Form Tutors, mentors and other members of the Student Support Leadership Team.
- One Deputy Headteacher, Student Support and 3 Assistant Headteachers oversee each Key Stage, in addition to a dedicated Assistant Headteacher for Inclusion
- Each Tutor Group has a dedicated Form Tutor who provides a supportive start to the day for tutees each morning. There is a Tutor time programme that covers personal development, literacy and themed assemblies
- Lesson by lesson electronic monitoring of attendance, homework, equipment, behaviour and effort
- Year Groups are led by 2 Heads of Year who are there to oversee student wellbeing, academic and pastoral support
- Close liaison with parents, with 2 tracking reports as well as a Parent/Carers' Consultation meeting each year. There are 2 opportunities for families of the new Year 7 to meet with staff in the first term
- Rewards and celebration of achievement
- Many opportunities for student leadership and responsibility
- Supportive Attendance Team
- School Counsellors
- School Nurse
- Engagement Team to provide intensive mentoring
- Award-Winning Careers Education
- Individual guidance interviews with senior staff at transitions and other points as necessary
- Inclusion Centre and Student Wellbeing Hub

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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 Sixth Form destinations. Since the inception of the Sixth Form, students have gained university places at a range of universities including Oxford and Cambridge, in a range of courses including medicine and dentistry in addition to moving on to high quality apprenticeships with firms such as Google and PWC.

"Pupils across the school receive a strong and coherent careers education" – Ofsted, November 2023

Extra-Curricular Activities

We value the importance of giving students opportunities to thrive beyond the classroom. By the end of Year 7, all students will have been on a trip. More recently, students have enjoyed a wide range of educational and enrichment visits, with over 100 trips taking

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place a year, including international visits to Berlin, Iceland, Greece and Andalucía, as well as a ski trip to Italy. Students have also taken part in trips across the UK, including visits to the British Museum, the Natural History Museum and regular theatre excursions, providing memorable experiences that enrich learning and broaden horizons.

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 Chromebooks situated in their curriculum area; with subject specific software and broadband access to a filtered internet and google suite.
- There are 36 PCs in the Learning Resources Centre and over 100 in the Sixth Form Centre
- 16 modern Science laboratories
- A high-quality Arts building housing Music, Dance and Drama
- Newly refurbished Sports Hall with state of the art sports changing facilities
- 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 Sixth Form study room
- Specialist Sixth Form areas and rooms
- A fully resourced Careers Room
- Refurbished Dining Centre and Sixth Form Refectory
- All-weather pitch
- A fully equipped medical centre

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Park High School

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

Headteacher: Mr Neil Darby

DfE NO: 310 4021

Travel Map

PLACES	AGES	GENDER	TYPE
270	11-18	Mixed	Academy

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'Pupils say this is a place where everyone is welcome and included. They are proud of the diversity at the school and how differences are celebrated.'
(Ofsted 2024)

Park High is a truly comprehensive and inclusive school for young people aged 11-18. The school has a rich history that combines the best of traditional values whilst seeking exciting opportunities to develop our school community.

We pride ourselves on being a school of character and opportunity.

Vision, Ethos and Character

The aim of the school is to fully realise our ambitious vision- To inspire young people to be confident and successful learners who contribute positively to society as responsible citizens. This is supported by our ethos by Investing in each other to be the very best that we can be. Our ethos is the lived experience in our corridors and our classrooms, permeating through the everyday lives of students in the classroom and beyond. We are a school where community is important, where teachers know children as individuals and where they feel like they belong.

"The school is calm, orderly and purposeful. Pupils and adults share strong relationships." **Challenge Partners 2025**

Our students are at the heart of everything we do. Each individual is supported to develop their strengths, discover their passions and fulfil their potential. We do this by teaching our students to develop positive aspects of their Character through our Virtues: Teamwork, Compassion, Resilience, Integrity and Curiosity. The Virtues are part of our daily language and teachers recognise and reward students when these characteristics are demonstrated.

"I love how the teachers really care about the students at Park High and how they help us in any way. There are so many opportunities inside and outside

the classroom and there is a really supportive atmosphere". (Year 7 student)

Academic Success

We are very proud of the excellent academic standards our students achieve. This reflects the work we do to develop aspirational, self-motivated and ambitious students. Through the hard work of dedicated staff, high expectations and inspirational learning experiences students have achieved the following in 2025:

- An overall Attainment 8 score of 48.9, which is above the national average (46.1) 69% of students achieved a GCSE grade of 4 or higher in both English and mathematics
- 73% of students achieved a GCSE grade of 4 or higher in both English and mathematics (65% nationally)
- 100 % of students achieved a grade 9-4 in biology, physics and chemistry.
- At KS5 our A-Level results for progress (value added) is 0.24 above the national average.
- 45% of students achieved an A*-B at A Level.

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Curriculum

Our aim is to provide an excellent education for all our students; an education which brings out the best in all of them and prepares them for success in life and the world of work.

'The curriculum in each subject is well designed and coherently structured so that pupils learn the knowledge they need.' Ofsted 2024

The curriculum is designed to be ambitious, balanced and rigorous, in order to maximise students' knowledge, as well as their cognitive and personal development. We continually work to provide coherence within and across subjects, while also mapping the curriculum vertically from Key Stage 2 to Key Stage 5. High quality teaching inspires students to be enthusiastic about their own learning and positive about the challenges of the future.

In Years 7, 8 and 9 students follow a broad and balanced curriculum in both the core and foundation subjects. They will study English, mathematics, science, geography, history, dance, drama, art, physical education, philosophy and ethics, PSHCEe, computer science, music and design and technology. Students also will be taught either French, Spanish or German.

From Year 10, students continue to study the core subjects of English, mathematics and science, alongside non-examined subjects of physical education, philosophy and ethics and PSHCEe. Students will then select a further 4 subject choices that will usually include a Humanity (geography or history) and a language (French, German or Spanish). Selected students will also be offered the opportunity to study further mathematics at GCSE.

'Teachers have strong subject knowledge. They present new learning clearly and demonstrate subject expertise.' Ofsted 2024

Pastoral Support and Personal Development

"Personal development is central to the school's ethos and plays an important role in shaping students' character and leadership skills."
Challenge Partners 2026

Our school recognises and values the importance of the pastoral support and wellbeing of all our students. Our pastoral programme includes:

- A structured and supportive pastoral system that includes: Form tutors; non-teaching Pastoral Support Assistants; Head of Year and Deputies; Allocated Assistant Headteacher to each Key Stage
- Regular rewards and celebrations of achievement and contributions to the school
- Supportive review and follow-up of any wellbeing, academic or behaviour concerns
- Opportunities for parents to meet staff on at least three occasions across the year
- Electronic monitoring of attendance, punctuality, Character points and behaviour
- Student Leadership opportunities, such as Student Council, Buddies, Reading Mentors, Form Captains, Character Ambassadors and Prefects (Upper school)
- Attendance officer to support excellent attendance of our students (well above national average)
- Therapeutic services such as School Counsellor, access to a Mental Health Practitioner, Equine Therapy and Forest School
- Proactive student led groups, such as the Anti-bullying Team
- Regular opportunities for Student Voice.

"The teachers were friendly and supportive and gave us tips to make high school easier." **(Year 7 student)**

Extra-Curricular

We are delighted to offer a broad range of activities outside of the classroom, often leading to further achievements. Park High fielded teams in every Borough sporting competition and can boast a rich tradition of success, with many teams and individuals going forward to regional and national competitions. For the second year running both girls and boys have been crowned Borough Champions in the sporting arena. Additionally, we have a nationally recognised three-time UK finalist Robotics Team, Gold Award winners at the UK Chemistry Olympiad and many more. Our Performing Arts Faculty, which was recently awarded Gold ArtsMark status, ensures there are regular opportunities for our creative musicians, dancers and dramatists, including 'Matilda', 'Chicago', 'Little Shop of Horrors' and 'Grease' in recent years.

'Pupils benefit from a range of activities and visits to enrich their cultural capital.' **Ofsted 2024**

Other clubs and activities available to all students include: Dance, Media, Chess,

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Art, Debate, Creative Writing, Textiles, Science, Duke of Edinburgh Bronze and Silver Award and Cheerleading. In addition, staff arrange and facilitate a number of exciting curriculum related trips in each year group, alongside visits abroad such as Belgium and Washington DC. Our offer continues to grow in response to our students and we look forward to more exciting and creative opportunities to engage our students.

"I was really excited to join the different clubs they had at school and to meet new people and make new friends." (Year 7 student)

Supporting Transition

We work closely in partnership with our primary schools to ensure all new students have a smooth transition to secondary school. The Year 7 Team gain an understanding of our students' achievements and how we can ensure they have the best possible start to their education at Park High. We offer all incoming students and their parents/carers an opportunity to meet with staff at the school in advance so that we can work together and learn more about each other.

Our work with transition continues throughout the school. Recognised by the prestigious national award for Quality in Careers Standard, our outstanding Careers Education supports students to consider their future, make informed decisions for their GCSEs and on finishing Year 11 make their next steps into our Sixth Form and then university, apprenticeships and the world of work. Students have further opportunities such as 'Employability' workshops and mock interviews, as well as experiencing a 'Day in the Life' of a Sixth Form student in Year 11. A Futures Week in Year 12 prepares students for life beyond Park High. We are proud of the academic destinations that our young people move onto, which have included Oxford, Cambridge, and a range of the Russell Group and universities ranked in the top 50 nationally.

We recognise that parents want the very best education for their children. The investment in our staff ensures that we constantly challenge ourselves to be the best practitioners for all students. Teachers have regular access to professional development opportunities, including an increasing number of staff who undertake an 'Outstanding Teacher' programme which in turn enables them to share their expertise within the school. Our programme for developing new teachers to the profession has been recognised as an area of excellence by Challenge Partners.

'(Students) are helped to be the best version of themselves and expected to achieve well.' Ofsted 2024

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Pinner High School

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

Headteacher: Mr Samuel Alner
DfE NO: 310 4001

PLACES	AGES	GENDER	TYPE
180	11-18	Mixed	Academy

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Our Background

Pinner High School was one of just eight schools in the country shortlisted for the 2020 TES Secondary School of the Year Award, out of over 4000 eligible schools nationally. We were rated 'Outstanding' in all categories by students, staff and parents in June 2017, and 'Outstanding' in all categories by Ofsted in May 2019.

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.

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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

Our Curriculum

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“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 a range of Clubs, cross-curricular projects and House Events. This programme is known as the Headteachers 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. Our Mandarin team repeated this success in the 2020 Awards.

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

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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

DfE NO: 310 4027

Travel Map

PLACES	AGES	GENDER	TYPE
180	11-18	Mixed	Academy

"Rooks Heath School is a diverse and vibrant community. It is a welcoming, inclusive school where pupils are safe and happy".

– Ofsted 2024

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.

We are proud to hold the Inclusion Quality Mark since 2022 and are a flagship school for inclusion since 2025.

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 Key Stage 2 transition right through to the end of Key Stage 5, we believe that 'every minute matters' and therefore 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

"The school ethos 'strive to be your best' is at the heart of the school."

– Ofsted 2024

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

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they fulfil their academic goals to ease their transition to the next stage towards their ambitions.

“Pupils behave well in lessons and around school during social times.”

– Ofsted 2024

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.

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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 various educational and emotional needs with the aim to get all students back ‘on TRACK’ for learning.

Achievement and Rewards

“There are opportunities for student leadership.” **– Ofsted 2024**

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, Maths and English. Students at Rooks Heath acheive highly and make excellent progress. Our A Level cohort acheive progress that is consistently above the national average

Student reports are produced and shared with parents at key intervals throughout the year. 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

“Teachers have good subject knowledge.” **– Ofsted 2024**

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, underpinned by the latest research into

what effective practice helps children learn which makes them expert in their fields.

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 learning 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.

Curriculum

“The school has designed a curriculum which is ambitious”. – Ofsted 2024

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, 8 and 9, students follow a broad and balanced cirriculumacross a wide range of subjects. Most students begin by studying two modern foreign languages, enabling them to develop proficiency in both before selecting the language in which they have shown the greater aptitude and enjoyment to continue into Key Stage 4 from Year 9 onwards. 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. 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 daily life of the School.

Outstanding Pastoral Care

“The school prepares pupils well for their ambitious next steps”.

– Ofsted 2024

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Personal Tutors look after the day to day needs of students in tutor groups. Students remain with their tutor groups throughout the five years wherever possible. Tutor 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. Safeguarding is always a priority to ensure students are happy and safe to learn. Everything we do to care for our students pastorally aims to support their development of good character.

Individualised provision

“Pupils benefit from a well-planned, wide-ranging careers programme”.

– Ofsted 2024

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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, such as the Inspire Programme at St John’s College Oxford, 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 built strong relationships and links with local primary schools. Part of the transition process is working with primary schools throughout the year to maintain good communication and offer excellent support for all rising Year 7 students.

We also offer bespoke transition support for SEND students. We have a dedicated SENCO coordinating a team of highly skilled Learning 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 the MIS system 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; Instagram; X, formerly known as 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 of out-of-hours learning clubs which take place outside of timetabled lessons including:

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- Book Club
- Debating Society
- Music Groups including Stage Band, String Ensemble
- 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.

There is a Breakfast Club which is held at 7.30am – 8.30am daily and offers a healthy breakfast, the use of ICT, and teacher support. There is also a library with a wealth of reading books for all levels and access to computers. 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
www.tshlc.harrow.sch.uk

Headteacher: Miss Nicola Walsh

DfE NO: 310 4700

Travel Map

PLACES	AGES	GENDER	TYPE
150	11-16	Girls	Academy

Ofsted Outstanding Early years provider 2013 2014

The Sacred Heart Language College for Girls is a modern Catholic institution, committed to providing up to date education fit for today's society. We are a multicultural, diverse institution located in the heart of our community and are proud of our provision of education within a Catholic framework. This enures that we maintain our historical and contemporary position as one of this borough's highest achieving academic institutions who have been graded by Ofsted as outstanding in 2008, 2014 and 2024. We are proudly Catholic an celebrate Christ at the centre of our education and lives. We welcome students of other faiths who respect our culture, as we respect theirs, and we foster a real sense of community which makes everyone feel valued and where wellbeing is all important. Our CSI inspection in February 2026 judged our College to be outstanding in all 9 categories.

Aims

The aims of our College are very clear: to enable our students 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.

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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 second time. It praised the school, stating:

"Behaviour throughout the college is exemplary – students demonstrate respect, self-discipline and care for others, creating a calm, purposeful learning environment rooted in Gospel values."

"Students are actively engaged in all lessons without exception; they clearly enjoy their lessons and are able to think for themselves and become curious learners."

"Students here are ambitious to succeed and feel supported and enabled to do so."

- Ofsted 2024

Opportunities to Shine

R.E., Science, Maths, English, History and MFL are strengths in The Sacred Heart Language College.

The College currently works with key partners to provide opportunities for gifted and talented students and to raise the aspirations of all our girls.

There are opportunities for everyone to excel, 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

"Children are encouraged to make full use of their natural talents." – Parent

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, one of the top institutions in the country. Students from The Sacred Heart are guaranteed a place.

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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

Travel Map

PLACES	AGES	GENDER	TYPE
150	11-18	Boys	Academy

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.

A Tradition of Learning: Embracing the Future

"Pupils are proud to belong to Salvatorian College.The school is a strong, caring community that nurtures pupils' talents and abilities. Leaders have high expectations of all pupils. They want every pupil to succeed at school and in life. Pupils meet these expectations and strive to achieve excellence."

– Ofsted February 2022

"Pupils work hard and show commitment to their learning. In lessons, low-level disruption is very rare"

– Ofsted February 2022

Salvatorian College is a Roman Catholic Academy in the trusteeship of the Society of the Divine Saviour (the Salvatorians). Located in the London Borough of Harrow, its prime purpose is the education of Catholic boys aged 11-18 in Harrow and the surrounding area.

As a Catholic school, we aim to provide a Catholic education for all our pupils. 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.

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The published admission number (PAN) for admissions to Year 7 is 150 boys. The Academy Trust has sole responsibility for admissions and will admit a maximum of 150 boys to Year 7 in September 2027.

Ethos

Salvatorian College is a Catholic school and the majority of pupils are from a Catholic faith background; however, it is not just a school for Catholics, and we welcome a diverse range of pupils attracted by our values-led approach.

School life is characterised by outstanding relationships between pupils and staff. The learning environment is disciplined, calm and respectful. Emphasis is placed on virtue and character formation such that pupils join as boys but leave as well-mannered, successful and ambitious young men.

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High expectations for all pupils stem from our commitment to excellence. Pupils make outstanding progress, regardless of their starting points. 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 school community.

You are cordially invited to visit us at our Open Evening, and at any time during the school day, by contacting the school office.

Outstanding GCSE results

Salvatorian College pupils achieve outstanding GCSE results. In the last set of exam results (2025), under the Progress measure, pupil progress was +0.66 which is significantly above average in England and Harrow.

- 72% of pupils achieved grade 4 or above in English and Maths (A*-C), above the Harrow average of 70%
- 59% of pupils achieved grade 5 or above in English and Maths (A*-B), above the Harrow average of 54%
- Attainment 8 54.1, above the Harrow average of 51.1, meaning that students here achieved an average of three grades higher than other schools in Harrow.

We are proud that our boys overcome barriers to achieve and make truly outstanding progress. All groups made great progress. These boys can then progress into our new and growing Sixth Form, where strong progress is made.

These excellent results are consistent, and were even sustained throughout the two years of disruption to normal exams caused by the Covid-19 pandemic. The Mayor of London has recognised the success of Salvatorian College, inviting us to join his “Schools for Success” programme. This is because pupils with low starting points regularly make progress in the top 6% of schools in London.

We offer a progression pathway at the end of Key Stage 4 to our own Sixth Form college, and to other leading providers. 90% of Salvatorian College pupils go on to higher education at a university.

A passion for Teaching and Learning

“Leaders are committed to providing pupils with a broad and balanced academic education. Teachers have good subject knowledge. They use it well to present new information to pupils and to revisit what pupils have learned before.”

– Ofsted February 2022

Pedagogy at Salvatorian College is of the highest quality. As a partner in the Cardinal Hume Academies Trust, collaborative approaches are taken to planning and developing teaching and resources.

Standards are monitored rigorously and staff undergo continuous training to ensure they remain at the cutting edge of educational practice. Pace, challenge and skilful questioning are consistent features in encouraging our students 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 are 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 tailor approaches, techniques and technologies to maximise opportunity for all.

An extensive programme of after-school and weekend tutoring is provided free of charge for all. Pupils in Year 11 are prepared for exam success through a free Saturday school programme delivered throughout the year.

An inspiring curriculum

“Leaders have developed a curriculum that is ambitious for all pupils.”

“Leaders prepare pupils well for life during their school years and beyond.”

– Ofsted February 2022

Our curriculum is broad and balanced with the academic rigour of the English Baccalaureate at its heart. We meet and exceed the ‘gold standard’ of the National Curriculum. Learning is logical and sequential, with detailed tasks building towards a broader understanding of the bigger picture, enabling pupils to see the links within, and between, different subjects. Understanding is continually tested to ensure effective long-term recall of knowledge.

By building on the “best that’s been thought and said”, we engender an appreciation of human creativity and achievement and give pupils the chance to become a part of this legacy.
Pupils in Years 7, 8 and 9 study a board range of subjects including a core of

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English, Maths, Science, Religious Education, Humanities and Foreign Languages, supplemented by a range of other subjects including Art, Music, Drama, Computer Studies, Physical Education, and Design Technology (with Food Technology).

Pupils in Years 10 and 11 study core subjects and options including Modern Foreign Languages, Art, Physical Education, Business Studies, Computer Studies, Sociology, Psychology, Design and Technology, Economics, Graphics, Hospitality and Catering, Music and Drama.

The timetable consists of 5 x 1 hour lessons each day (8:45am – 3:15pm). A homework club, staffed by teachers, runs after school until 5pm.

A wealth of enriching opportunities: Educating Beyond the Classroom

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“Pupils enjoy attending the school.”

“Teachers educate pupils about different cultures and viewpoints. They encourage pupils to discuss and debate important moral issues.”

“Leaders provide them with a range of clubs and activities to enrich their education and promote healthy lifestyles. These include kung-fu, science and drama clubs, ‘body pump’ fitness and many sports.”

– Ofsted February 2022

Our comprehensive programme of extra- curricular activities provides something for everyone: team sports, individual sports and fitness, Duke of Edinburgh, debating, drama, music, art, science and many other clubs and societies. ‘Wider Horizons Week’ takes place in the Summer Term, when we drop the academic timetable in favour of an extensive range of trips, international travel and other enriching opportunities.

Our personal, social, health, and economic education programme ensures that pupils develop skills and knowledge they need to live a fulfilling life.

Relationships and sex education is taught in a faith-sensitive manner, with a strong emphasis on respect for human dignity.

Pupils are encouraged to consider the meaning of life and their own understanding of, and relationship with, God. Issues of philosophy and ethics are discussed and debated to nurture critical thinking.

The school operates a charity giving calendar and our responsibility to help others less fortunate is important to our ethos. Pupils organise and run a range of community events, in addition to fundraising for nominated charities.

Caring and professional approaches to Pastoral Care, Guidance and Support

"Pupils enjoy attending the school. They are safe here and know who to go to should they have any concerns."

"Leaders know pupils well and establish positive relationships with parents and carers."

"From Year 7 onwards, pupils receive careers education, information and guidance. This allows them to make well-informed choices about GCSE options and post-16 education and training."

"Pupils behave in a courteous and respectful manner. Leaders have established a calm and orderly environment. They do not allow poor behaviour to affect pupils' learning."

– Ofsted February 2022

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We pride ourselves on looking after our pupils as if they were our own and value each individual as unique and created in the image and likeness of God. Pastoral care is led by dedicated Heads of Year supported by teams of form tutors. They ensure that pupils are safe, happy and exceeding their academic targets, and communicate frequently with parents and carers. We have a strong sense of community and instil pupils with pride in their Salvatorian College heritage.

Our Additional Needs department supports pupils with special educational needs and disabilities (SEND). Pupils with SEND access the full curriculum and receive effective help in lessons from learning support assistants.

Teachers have a strong understanding of pupils' needs and they adapt resources accordingly. This means that pupils with SEND complete the same work as other pupils and achieve highly.

Safeguarding has consistently been judged to be outstanding and exemplary by external reviews. Experienced staff work closely with pupils and their families to provide support when required.

We work closely alongside local primary schools to ensure a smooth and successful transition to Year 7. We visit pupils and their teachers in their primary schools and run an induction day. All transition pupils are invited to attend a week-long summer school programme free of charge.

Further information on all aspects of school life can be found on the Salvatorian College website: www.salvatoriancollege.com

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Whitefriars School

Whitefriars Avenue, Harrow,
HA3 5RQ
✆ 020 8427 2080
www.whitefriarssecondary.net

Headteacher: Mr P.K Vekaria

DfE NO: 310 2049

Travel Map

PLACES	AGES	GENDER	TYPE
150*	3-18	Mixed	Academy

*** Whitefriars is an all-through school, therefore 90 places will be reserved for children attending Year 6. On 1 March, 60 places will be offered via the co-ordinated process**

We are proud to be a unique and exceptional oversubscribed all-through school with over 1500 children from Nursery to Sixth Form.

"Pupils are happy at this calm, inclusive school" **– Ofsted 2024**

Our School Mission and Values

To provide an exceptional educational experience for our students, staff and families. Thus, fostering ambitious, highly skilled and educated positive citizens for our community. What makes us special is how we work as a unified community in pursuit of this mission.

"This is a school where everyone is welcome and encouraged to do their best. There is a sense of community and belonging forged between the primary and secondary phases. When new pupils join, they are welcomed into the community"

– Ofsted 2024

Our Inspirational Curriculum leading to exceptional Teaching and Learning

We prepare every child for the changing world we live in. A world which is more global, more driven by technology, a world where anything is possible with the right preparation and unwavering positive attitude. That means providing a World Class Curriculum and exceptional learning experience that reflects the highest academic standards. One that inspires and enthuses pupils through its creativity and openness to the world around us. We are unashamedly an outcome driven school, as education gives opportunity and choice that is imperative with an ever-changing world.

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Key Stage 3 for 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 or Vocational studies.

The Key Stage 4, from Year 9 our pupils will select options depending upon their interests and abilities. Staff will support pupils in their choices, including consideration of implications for progression at 18 into higher education or employment.

Our Sixth Form

"Students in the Sixth Form, are well prepared for the next stage of their education, employment or training."

– Ofsted 2024

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A small family centred Sixth Form with high level of support and small class sizes so we can ensure the highest level of academic and pastoral support for each pupil. 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.

Exceptional Facilities

We have new state-of-the art buildings with a wide range of extensive facilities. These include:

- high specification Computing facilities
- Separate studios for Ceramics, Sculpture and Painting & Drawing
- dedicated Dance and Drama studio
- modern and well-equipped Science labs
- specialist facilities for catering
- specialist Art and Design Technology studios
- large and well-equipped Sports Hall
- A courtyard where students can relax at break and lunchtimes
- attractive dining area and a school forest.
- New all-weather pitch

Nourish are our award-winning caters, delivering exceptional high-quality food, that is delicious and nutritious. Our kitchen is beef and pork-free. All meat is halal and where possible locally sourced.

We have meat free Mondays, so we can enjoy the delicious variety of vegetarian food, and at the same time help reduce our carbon footprint to help reduce the impact of global warming.

Beyond the Curriculum & Enrichment Friday

"They are given opportunities to develop their own leadership skills through the community group, who are working to improve the school and the local environment. They relish the opportunities to learn outside the classroom"

– Ofsted 2024

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Through enrichment events and activities that improve learning, here at Whitefriars, we will endeavour to provide students with a well-rounded and culturally rich education throughout the year celebrating diversity and unity.
Our children will be able to 'be the change they want to see in the world', and 'courageous, to be the light where there is darkness'.

Our children will be resilient, optimistic, respectful, honest and well-rounded positive citizens, with an eternal love of learning. At the same time, we are all also members of our communities, places where we find friendship, support and common endeavour. Being at the heart of our communities is a hallmark of Whitefriars School; we are relentless in our pursuit to serve our community, that only deserves the best. We only employ excellent staff, who can deliver an inspirational learning experience for every child; every day.

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Some of our annual opportunities

- Duke of Edinburgh Bronze and Silver
- Taiwanese exchange
- Spanish exchange
- Rome trip
- FREE basketball coaching with Bridge the Gap coaches every week
- Theatre & Performing Arts trips
- So much more!

Enrichment every Friday afternoon

Pupils can select half-termly enrichment activities all year, some of the popular ones:

Sports offers from Netball, Volleyball, Basketball with professional coaches from Bridge the Gap to a huge verity of sports to choose from.

- Maths Challenge
- Debating
- Archery with Bowmans of Harrow
- Dog training with our school dog
- Art – including Clay work
- Journalism – supporting the School Newsletter
- Film Making & Podcasts
- Drama including Music Technology
- Cooking – New world cuisine every week
- Chess – Beat the Headteacher challenge!
- Every Term – Pupil voice is used to add more activities!

Pupils and our Staff

'Pupils are kept safe and feel safe because there are systems in place to support them if any problems should arise'

– OFSTED 2024

We want our children and young people to have a sense of deep belonging, knowing the importance of 'giving back' and the value of community and togetherness to their everyday lives. As a Trust, we will foster a culture that respects diversity, safeguards

our children's wellbeing and recognises that we are stronger together than we are apart. In pursuing this vision Staff, Trustees and Directors will model this every day, knowing that each one of us plays a part in making it a reality for every child and young person in our care.

We are fully staffed with permanent specialised teachers across Secondary, we only employ exceptional staff that are fully committed to being on the journey to deliver our school mission.

Our Expectations

We want all our pupils to be happy, safe so they can focus on learning. Thus, we do not tolerate disruptive behaviour in lessons, or any anti-social behaviour in school or whilst travelling to and from school. All phones must be handed in on arrival as we want our students focusing on their learning.

We have incredibly high expectations of our students, with the Whitefriars Expectations used to encapsulate what an impeccable student exemplifies.

Whitefriars Expectations

We are respectful at all times; manners matter
We are always punctual and walk calmly and sensibly around school
We stay focused, track the teacher and follow instructions in all lessons
We respect our uniform and wear it with pride
We take care of our school environment
We always complete classwork and home learning to an excellent standard

Sit up ready to listen
Track the teacher
Ask and answer Q's
Respect everyone

Our staff get to know the pupils as individuals and build meaningful relationships that last. This makes the school a happy place. We motivate the pupils through praise and recognition. Pupils with learning or social needs are supported through a range of interventions and individualised programmes.

Merits are awarded for pupils who go above and beyond and embrace the growth mindset. These merits allow them to work towards a Bronze, Silver or Gold Award each year. Upon achievement of these awards pupils receive certificates, special mentions in assemblies, recognition in newsletters and an invitation to the Gold Award trips.

We have a highly visible and responsive leadership team and staff who will always find time to talk to parents and carers about the pupils' needs. Our school is built on strong partnerships with families and the local community.

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Whitmore High School

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

Headteacher: Mr James Rebbitt

DfE NO: 310 4026

Travel Map

PLACES	AGES	GENDER	TYPE
270	11-18	Mixed	Community

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Student Success

"Outcomes over time are excellent, and this includes the performance of pupils with special educational needs and/or disabilities (SEND)."

- Ofsted 2025

At Whitmore High School we believe passionately that every child has unique gifts and talents and deserves the best possible education. This was recognised by Ofsted in our inspection from March 2025 when the school was graded as Outstanding in all categories. 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. We are very proud of our students and all they achieve here.

Curriculum

"Pupils study a broad academic curriculum. The school has identified the most important knowledge that pupils need and has carefully considered how they should learn it."

- Ofsted 2025

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 engaging, well-resourced lessons with challenge for the most able. 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 Spanish), Music, Drama, Ceramics, Sculpture and Computing. A large number of students also take advantage of the extra music tuition available.

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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 10 or 11 GCSEs. All students study six core GCSEs (English Language and Literature, Double Science, Mathematics and RE). Optional GCSE subject choices include Art (Ceramics, Painting & Drawing, Sculpture); Business Studies; Computer Science; Design & Technology; Drama; Food & Nutrition; French; Geography; Spanish; Statistics; 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.

"Staff have very strong subject knowledge and benefit from high-quality professional development."

- Ofsted 2025

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Pastoral Care

"Pupils are highly engaged and focused in lessons. They value diverse beliefs in their community. The school knows the pupils very well."

- Ofsted 2025

"Its work with a range of external agencies to support pupils and their families with additional support is exemplary. Pupils enjoy school and attendance is high."

- Ofsted 2025

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, each student has a personalised 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. Parents are encouraged to contact the school with any concerns. They are also welcome to raise any issues with the Headteacher at his surgery each Monday after school. The school's newsletter and website keeps parents up to date with school successes and events.

Sixth Form

"Leaders prepare pupils, and students in the sixth form, extrmely well for the next stage of education, employment, or training."

- Ofsted 2025

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Whitmore has a very popular and successful Sixth Form. We offer a full range of A Levels and specialist BTEC courses. 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 Computer Science 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

"The school's personal development offer and careers programme are both very thoughtfully planned and delivered. Pupils value the rich and varied opportunities to pursue their own interests and talents and to gain cultural insights."

- Ofsted 2025

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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 summer there is an Art 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 are open to all and include competitive teams – particular successes in recent years include football, trampolining, netball, athletics, tennis, swimming, cricket, basketball, badminton and Boccia.

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Departments organise many curriculum trips and visits. Journeys in recent years include adventure activities in Wales, the Lake District and Dorset; Music tours to Spain and Italy; History trips to the WW1 graves; Art trips to various exhibitions and Centre court tickets for Wimbledon.

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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.

Open Days

Awards

The school's many awards include:

Apply now

OFSTED Outstanding 2025 and 2015
Department for Education Top 30 Schools Award
National Training and Leadership Development School

Applying for schools in other boroughs

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.

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Barnet

Pupil Admissions and Travel
Building 4, North London Business Park
Oakleigh Road South 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

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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

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

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Children with Special Educational Needs

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.

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There are two separate admissions arrangements for SEN children, depending on whether they have an Educational, Health and Care Plan.

Children without an EHC Plan

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

These children do not go through the normal admission procedure. SENARS will consult schools for places on their behalf. 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.

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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.

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University technical colleges and studio schools

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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 2010 and 31 August 2011 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 2026	Website opens, and you can apply online at http://www.eadmissions.org.uk
23 October 2026	Last Friday before the half-term holiday. We strongly recommend that you submit your application by this date to avoid any delay.
31 October 2026	Closing date for applications
1 March 2027	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 2027	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.

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 one appeal was successful.

Name of school	Number of appeals in 2026	Number of successful appeals in 2026
Avanti House Secondary	**20**	**0**
Bentley Wood High School	**5**	**0**
Nower Hill High School	**18**	**0**
Pinner High School	**7**	**0**
Whitmore High School	**18**	**1**

Appealing to Salvatorian and 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 2027. To be considered in this first round of grouped appeals, your appeal form must be received by 31 March 2027. Subsequently, appeals hearings are held periodically through the academic year.

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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.

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Sixth Form education

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
Whitmore Sixth Form
Whitefriars Sixth Form

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

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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.

* 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.uk

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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.

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LGBT pupils

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.

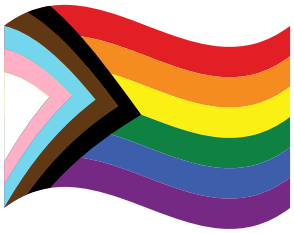
Lesbian, gay, bisexual and transgender pupils may face additional challenges and several of our secondary schools have signed up as Stonewall's Diversity Champions. These include Hatch End High School, Park High School, Pinner High School, Nower Hill High School and The Helix Education Centre.

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.



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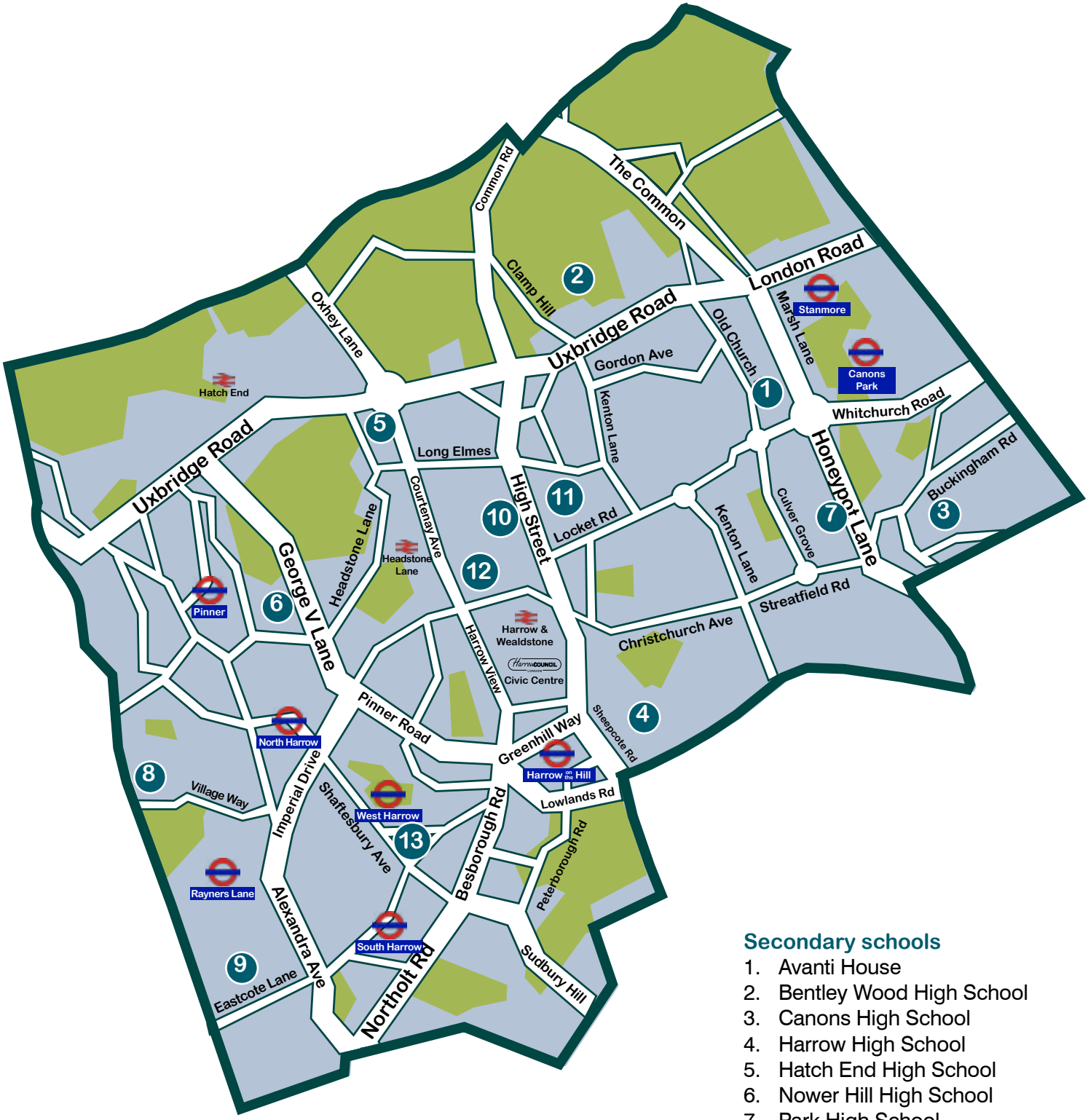
Secondary schools map



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