

# Highams Park School



## Prospectus 2022 Additional Information

For Year 7 September 2023 Intake

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*Success through our endeavours*

Respect | Responsibility | Resilience

## Admission Procedures

The admissions authority for Highams Park School is the Highams Park Academy Trust (the Governing Body of the School), not the London Borough of Waltham Forest. However, all admissions to state schools at the normal transfer age of 11, including Highams Park, must be administered by the Local Authority in which the family resides (for most this will be Waltham Forest).

To gain a place at Highams Park in Year 7 you must apply to Waltham Forest and not directly to the school, although you do need to also complete and return to the school the **Highams Park Supplementary Information Form (SIF)**. This form is available in this School Prospectus, electronically via our website, our school office, or the Waltham Forest Admissions service.

**The latest detailed admission arrangements including over-subscription criteria (if there are more applications than places available) can be found on our website.**

<b>How places were allocated in March 2022 for admission September 2022</b>	
Total number of applications	729
Places available	240
Number of Looked After Children admitted	0
Number of children admitted under SEN criterion	5
Number of children admitted under the children of staff member's criteria	2
Number of children admitted under the siblings criterion	70
Number of children admitted under distance criterion	163

## GCSE Results 2022

The return of public GCSE exams has seen Highams Park School's Year 11 students excel themselves in achieving the school's best ever Attainment 8 score. Indeed, our GCSE results are higher this year than they were in 2021, despite the national trend moving down towards pre-pandemic levels. We are immensely proud of the achievements of this cohort, especially given the huge disruption to their studies as a result of the pandemic.

Our highest performing student this year was Hannah Gilbert, who achieved a stunning nine Grade 9s with just one Grade 8 across all of her GCSE subjects. Hannah is planning to study Art, English Literature, French and History in the 6<sup>th</sup> Form at Highams Park School. Atanas Natov was our highest performing male student, gaining six Grade 9s and four Grade 8s across his ten GCSE subjects.

We then had a clutch of students who performed superbly across such a wide range of subjects, all gaining five Grade 9s within their results. Twins Georgina and Olivia Butler, Hazal Demir, Guy Garner and Elinor Johnson are all planning to continue their A level studies with us, undertaking subjects as diverse as Biology, Computer Science, Economics, Maths and Psychology.

The next layer of high achievers managed to get a magnificent 125 Grades 8s and 9s between them. These young people are the 15% of Highams Park students who achieved at least one Grade 9, the vast majority of whom are looking forward to life in our 6<sup>th</sup> Form. Among this group were many of our EAL students, who joined Highams Park during their secondary school careers. Olga Potapova achieved three 9s, four 8s, two 7s and a 6; Nikol Petrova got three 9s, two 8s, two 7s and two 6s; and Alexei Candu gained seven GCSEs at Grade 7 and above, despite only arriving in the UK in November 2020.

We are delighted, as ever, not just with those who have achieved the highest grades, but by the progress that students have made over the course of their 5 years with us. Abraham Edaki, Joshim Malique and Edward Bhomrah all exceeded their aspirational targets by more than two grades, which demonstrates a superb work ethic, admirable resilience and real determination to achieve. Indeed, of the top ten students making the greatest progress from the end of primary school to the end of Year 11, eight are male, bucking the national trend. All of our students who have achieved above their targets deserve particular praise for their achievements, which come from a combination of student self-discipline, strong parental support and dedicated teacher input throughout their secondary school careers, particularly during the pandemic.

Phil Grundy, the Principal of Highams Park School at the time of the 2022 exams, said: "We are extremely proud of the efforts and outcomes of our Year 11 students. They have shown grit, determination and a superb level of resilience. They have grasped the opportunity that public exams provide to show just what they are capable of, exceeding expectations and setting them up for the next stage of their lives. I would also like to pay tribute to all of our staff here at Highams Park School who have worked so hard to support our students through their 5 years with us so far. We look forward to working further with so many in the next two years of their 6<sup>th</sup> Form studies."

<https://www.compare-school-performance.service.gov.uk/>

## Home School Agreement

Our home school agreement summarises how students, parents, staff and Trustees contribute to fulfil the school's core values and vision. It shows how we all have an equally important part to play in helping each individual student make the best use of the opportunities available at Highams Park School. It is signed by all parents whose children join the school community.

We believe that our success is built upon an open and supportive partnership between our students, parents, staff and Trustees. We aim to face the challenge of the modern work place by providing all our students with a broad, relevant and challenging curriculum that will equip them for employment and further education.

### Students

Each student has a responsibility to work hard and to make a positive contribution to the school. All students are expected to:

- respect other students, staff, visitors and themselves and to be aware that racism, intolerance and bullying are unacceptable at Highams Park School;
- wear the required uniform;
- complete homework and coursework on time and to the best of their ability;
- respect Health & Safety Regulations;
- attend school regularly and punctually, adequately prepared for the school day;
- behave in a self-disciplined manner at all times and obey the school rules.

### Students can expect from the school:

- to have homework set and work marked on a regular basis;
- to have frequent feedback on their progress;
- to have their behaviour monitored and appropriate disciplinary action taken when it falls short of the required standard;
- to have their parent(s) informed of progress on a regular basis;
- not to be bullied;
- to have a safe and caring environment to work in;
- to have advice, care and support, when needed, from all staff.

### Parents

Each parent has an important responsibility to work closely with their children and staff and support their school achievements. We ask parents:

- to ensure your child attends regularly and punctually as required by law;
- to keep the school informed of anything which parents believe might affect their child's progress in school especially absence, illness, change of family situation;
- not to take holidays in school time;
- to provide a quiet place at home to encourage completion of homework;
- to take an interest in your child's school work and look at their exercise books regularly;
- to attend Parents Evenings to meet your child's teachers;
- to support the uniform code;
- to support the school rules and discipline code and reinforce punishments taken by the school in terms of misbehaviour;
- to ensure your child gets adequate sleep before a school day;

- to send your child to school prepared for the school day with all books and equipment.

### **The School will ensure:**

- that parents are informed regularly of academic progress;
- that parents will be informed of any aspects of behaviour that required action by staff.

### **Staff**

Our staff will support and promote the school's aims and will endeavour to promote the success of each student by:

- caring for students in their tutor and teaching groups;
- ensuring equality for all;
- reporting progress, achievements and concerns to parents;
- meeting parents to ensure the best possible education and welfare;
- challenging students to achieve higher standards academically and to develop greater involvement in extra-curricular activities within school and the wider community;
- ensuring that there is a fair and consistent approach towards dealing with indiscipline;
- supporting school policy on uniform and behaviour.

### **Trustees**

Our Trustees will carry out their legal responsibilities to the school and ensure:

- that school policies provide care for every student;
- that funding received by the school will be used to provide curriculum and support services for the students and students in the school;
- that they will meet regularly to carry out their function;
- that they will visit the school regularly.

## **Curriculum Organisation**

### **Introduction**

This document summarises the nature of the curriculum content and its organisation. It gives an overview of the variety of setting by ability and mixed ability teaching across the school and the remainder of the document serves to clarify how and why the curriculum is organised in such a way as it is, along with an explanation of where setting / banding / options / mixed ability teaching is chosen specifically by different subjects.

### **Setting and Mixed Ability Teaching**

Highams park uses a variety of curriculum models with regard to setting – it varies by year group and by subject in order to best serve the student body and the different needs of the subjects. It has been widely acknowledged for decades in education that there is not one 'better' way of teaching students – some environments suit mixed ability teaching, some set by ability. The more important issue is to ensure that whichever model is adopted with an individual class, the teacher teachers in a manner that is well suited to the students to ensure that all students are stretched so that they make rapid progress throughout the lesson from each individual's starting point academically.

**English** – Many schools teach English in mixed ability classes throughout. At Highams park we teach English in mixed ability groups in KS3, whereas in KS4, English is taught in half year blocks (5 classes on at once), with each half having one top set and four mixed ability groups. Generally, they will stay in these sets unless there is a specific need for movement throughout the course.

**Maths** – Most schools teach maths in sets by ability – we do the same, right from Y7 where students are set according to SATs and baseline test data, then adjusted by half term, then again at Christmas and from then on twice per year based on results in assessments. Students should see setting as fluid – the opportunity to move up with higher performance, and to move down to gain more support if the level is too high. It is important to continually challenge all students to the right degree. Set changes are made using internal test scores as the basis of the moves - confirmed by teacher judgement. As similar groups take the same tests it allows comparisons to be made across groups.

**Science** – Science sits between English and Maths in most schools, we follow this pattern, with the KS3 year groups split into thirds of equal ability, each third then being split into two upper sets and a smaller set with lower attaining students who benefit from greater teacher support. Setting at KS4 depends upon the makeup of the year group. We have two triple science groups, then taking double science we typically have two higher tier groups, two mixed higher / foundation entry groups and four foundation groups making up ten sets. Sets are reviewed annually, and like Maths they are based upon the internal test scores that are taken by all similar groups (i.e. double award science groups take the same tests as each other, as do triple award science groups).

**Other Subjects** – The majority of other subjects are taught in mixed ability – staff teaching to a mixed ability group, appreciating the need to continually ensure the most able are being stretched. In KS4, the vast majority of option subjects are taught in mixed ability groups comprised of the students who have selected that option. Classes in KS5 are rarely set by ability due to the nature of sixth form options.

## Key Stage Three (Y7 – Y9)

### Core Subjects

English, Maths and Science are allocated 3 periods each per week. English is taught in mixed ability, Science has setting – 6 ‘upper’ sets from the 9 sets in total, with smaller groups of lower ability for the remaining 3 sets. In Y7 and Y8 students in Maths are organised into bands with 3 sets in each band – upper, middle and lower - these sets are based on assessed ability. In Y9, students are then organised into sets by ability from set 1 to set 9. The sets in Science remain relatively static throughout each year, whilst setting in Maths is reviewed – based upon assessment performance – at the end of the Autumn term and Summer term each year.

### Humanities

Geography, History and Religious Studies (RS) are allocated 5 periods per week. All humanities subjects are taught in mixed ability groups.

### Languages

Learning a modern foreign language is an essential life skill, and whilst students are not forced to take a language at GCSE it is strongly encouraged. During KS3 all students learn French or Spanish in Y7 and Y8 in mixed ability classes (2 periods per week).

## Other Subjects

Our first core value is to 'provide a broad and balanced curriculum', for that reason all students learn across a wide variety of subjects, and continue these subjects right through until the end of Y9. We believe that specialising too soon (which some schools do to boost their performance table ratings) is to the detriment of the individual students. For that reason, students study Dance, Drama, Music, Art, D&T, Textiles, Food and Computer Science in Y7 and Y8. The pattern in Y9 is the same, other than students are usually given the choice of two subjects only from Dance, Drama and Music.

## The Wider Curriculum

Physical activity, and an understanding of wider issues other than purely academic study is very important. Students have 2 periods of PE each week, and they also study Citizenship, which includes aspects of Sex and Relationship Education (SRE) and Personal Health and Social Education (PHSE).

## Key Stage Four (Y10 – Y11)

### Core Subjects

15 of the 25 hours per week are students' compulsory subjects (core curriculum). 4 periods of Maths and English, and 5 periods of Science. The core curriculum also contains Critical Minds for 1 period, and 1 period of PE. Critical Minds contains a variety of wider education, including aspects of RS, Philosophy, societal issues such as knife crime, SRE and PHSE.

### Option Subjects

Our KS4 curriculum is broad, balanced, academically challenging, varied and yet allows us to provide a suitable education for the most able, through to those with special educational needs or disabilities (SEND). The vast majority of students make 4 subject choices, each subject has 2½ hrs per week (5 lessons per fortnight) from the following list (all subjects are GCSEs unless stated otherwise, EBacc subjects are in bold):

Art	<b>Geography</b>	Religious Education
Business Studies (GCSE or BTEC)	Health & Social Care (BTEC)	Sociology
<b>Computer Science</b>	<b>History</b>	<b>Spanish</b>
Dance	Media Studies	Systems - D&T
Drama	Music	Textiles - D&T
Food & Nutrition	Product Design - D&T	Timbers - D&T
<b>French</b>	PE Studies (GCSE) or BTEC Sport	

We also provide English functional skills, Entry Level Maths and the ASDAN course (life skills) for those would benefit from this option as one of their 4 option subjects. All options subjects are taught in mixed ability groups.

## Key Stage Five (Y12 – Y13)

We are proud of our Sixth Form provision – not only is it most successful academically (performing in the top 25% nationally for progress), but we offer a range of courses from some students taking four A levels and aspiring to Oxbridge, through to students who did not achieving high enough GCSE grades to qualify for level 3 study being offered the Bridging Course - GCSE in Maths, English Language, BTEC Level 2 Business Studies in one year and an 'enrichment' course (work experience).

## Homework

All students at Highams Park School are expected to do homework and the amount they are expected to do increases as they progress through the school. Many students, on admission to Highams Park School, have already experienced research and project work at their primary schools. Homework at Highams Park School is a development of this.

Homework can be defined as any work or activities which students are asked to do outside lesson time, usually undertaken at home. It may well take a variety of forms across different subjects and during the course of the year, within a subject.

## Timing of the school day

8.30 am	School day begins
8.35 - 8.50 am	Registration/Assembly
8.55 - 9.55 am	LESSON 1
10.00 - 11.00 am	LESSON 2
11.00 - 11.20 am	Morning Break – Canteen open for Snacks (Warning bell will sound at 11.15 am for students to move to their lessons)
11.20 - 12.20 pm	LESSON 3
12.25 - 1.25 pm	LESSON 4
1.25 - 2.15 pm	Lunch – Canteen open for Lunch (Warning bell will sound at 2.10 pm for students to move to their lessons)
2.15 - 3.15 pm	LESSON 5
3.15 pm	End of Normal School
3.20 – 4.20 pm	LESSON 6 * *for some students in Y10 – Y13 and extra-curricular activities and clubs only

## The Library

The Library utilises software enabling us to catalogue our books and enable online browsing to students and parents, with students able to borrow and renew books online. Throughout the year quality new fiction books are added to the Library for KS3 and KS4 users. The Library is open for book borrowing and study before school from 8.15am, breaktime, lunchtime and after school. M15, a classroom connected to the Library, is also provided for study with a suite of computers. After School Study Club for Key Stages 3 and 4 is supported by a staff member to support independent learning.

We operate in accordance with good library practice and the core values of the school, liaising with teaching staff to integrate the use of the Library into their schemes of work. Over the course of a year, KS3 tutor groups visit the Library in rotation during registration. Our Librarian is supported in the day to day management of the Library by student assistant librarian volunteers.



The Library is the hub for the whole school World Book Day celebrations and activities and promotes whole school and departmental literacy and wellbeing activities throughout the year. We value the importance of reading for pleasure for wellbeing as well as for raising academic achievement and have, therefore, a significant selection of accessible non-fiction books to support healthy minds and bodies.

Each half term the HPS Library and Literacy newsletter, edited by a Sixth Form student, is produced for the school community. The newsletter informs and reflects upon events, reviews books and demonstrates excellent examples of writing produced by students in recent weeks.

## Student Support Services

### Pastoral system

The 'P Block' contains an area called Student Services. A Deputy Principal, an Assistant Principal, Heads of Year, the Learning Mentors and some Administrative Support Staff are all based here and coordinate the pastoral support of the school. The area includes a purpose-built learning support area to provide a quiet, comfortable place for students who need some short-term additional pastoral support. Heads of Year are primarily responsible for determining which students, at which time, will benefit from such support.

Students, on allocation to the school, are admitted to mixed ability Tutor Groups. Each group has a Tutor and, under normal conditions to ensure continuity, this group will remain with the teacher for the first five years at Highams Park School. When commencing A Levels in Years 12 and 13, students move to a new tutor group with a specialist 6<sup>th</sup> Form team. The main task of a Tutor is to oversee all aspects of progress for each member of their Tutor Group. The Tutor works in a Year Group team led by a Head of Year with the support of a Deputy Head of Year. The pastoral system is overseen by a Deputy Principal and a Vice Principal. The SENCO is also fully involved in the pastoral system but benefits from a separate and dedicated Learning Centre.

### Special Educational Needs and Disability

Highams Park School is committed to meeting the needs of all students with a range of needs. Special Educational Needs and Disabilities (SEND) may be of a temporary nature or may be present throughout a student's school career. At Highams Park School, Special Educational Needs are felt to encompass learning, emotional, behavioural and medical difficulties.

The aim of the SEN Policy of the school is to ensure that all students are able to participate, to the best of their abilities, in the curriculum offered by the school. To this end, students with special educational needs are catered for in mainstream classes but are sometimes withdrawn for small group or one-to-one work.

Identification of students with special needs begins before they transfer to Highams Park School. Visits are made to primary schools to talk to students and their teachers in the summer term. Monitoring of students with special needs takes place as soon as they start. In fact, students joining the school are all given reading age tests as well as cognitive ability tests (CATS) at the end of the summer term in Y6 prior to joining us in September. Reading ages of all students on the SEN Register are assessed on an annual basis. A reading recovery programme operates in Year 7 for those whose reading age is significantly below what should be expected.

The services of an educational psychologist are used when necessary. In addition, specialists from other external services are engaged to offer advice and assessment when needed, subject to availability.

Discussion and liaison with parents are important factors in the work of special needs in the school. It is hoped that parents will review their children's targets on individual education plans that are drawn up for those on the SEN

Register. If any parent has any concern about their child's reading, spelling or mathematical ability, they should contact the special needs co-ordinator (SENCO) at school.

## Pastoral Support workers and Learning Mentors

We also have a team of Pastoral support workers and Learning Mentors who help students referred by their Head of Year or the SENCO. These colleagues are non-teaching staff, thus available to provide support throughout the school day as needs arise. The team aim to:

- Provide support to students in order to raise achievement through one-to-one meetings or group meetings;
- Remove barriers to learning;
- Provide a complementary service to teaching colleagues.

## More Able Students' Programme

Students who are identified as More Able should expect to be stretched and challenged in all their lessons. Each subject has a Lead Teacher who works to ensure that these students' learning needs are met. In addition to opportunities in lessons there is a wide range of extra-curricular activities and enrichment. For example, debating, maths competitions or roles in the school show.

## Firefly

Firefly is the school's digital learning platform. All students and parents have their own individual access to Firefly. Parents of new Year 7 students are sent this invitation at the start of each academic year.



All homework is recorded on the site as 'Firefly Tasks', whether it is bookwork, something that takes advantage of rich digital content or even a task to be submitted on Firefly itself. As such, it is essential that students are using Firefly daily. School computers are available for students to use before school, break, lunchtime and after school if access is limited outside school. Most students keep track of homework tasks using the Firefly App on their phones.

Each subject runs Firefly pages for all the courses taught at KS3, GCSE and A level or equivalent. Content includes lesson slides, worksheets, summary sheets, videos, quizzes, animations and links to other digital content, for example subscriptions such as ActiveLearn. Whilst much of this will be used in class or as part of a homework task, we encourage students to use Firefly to personalise their own learning to provide support or extend their learning as appropriate.

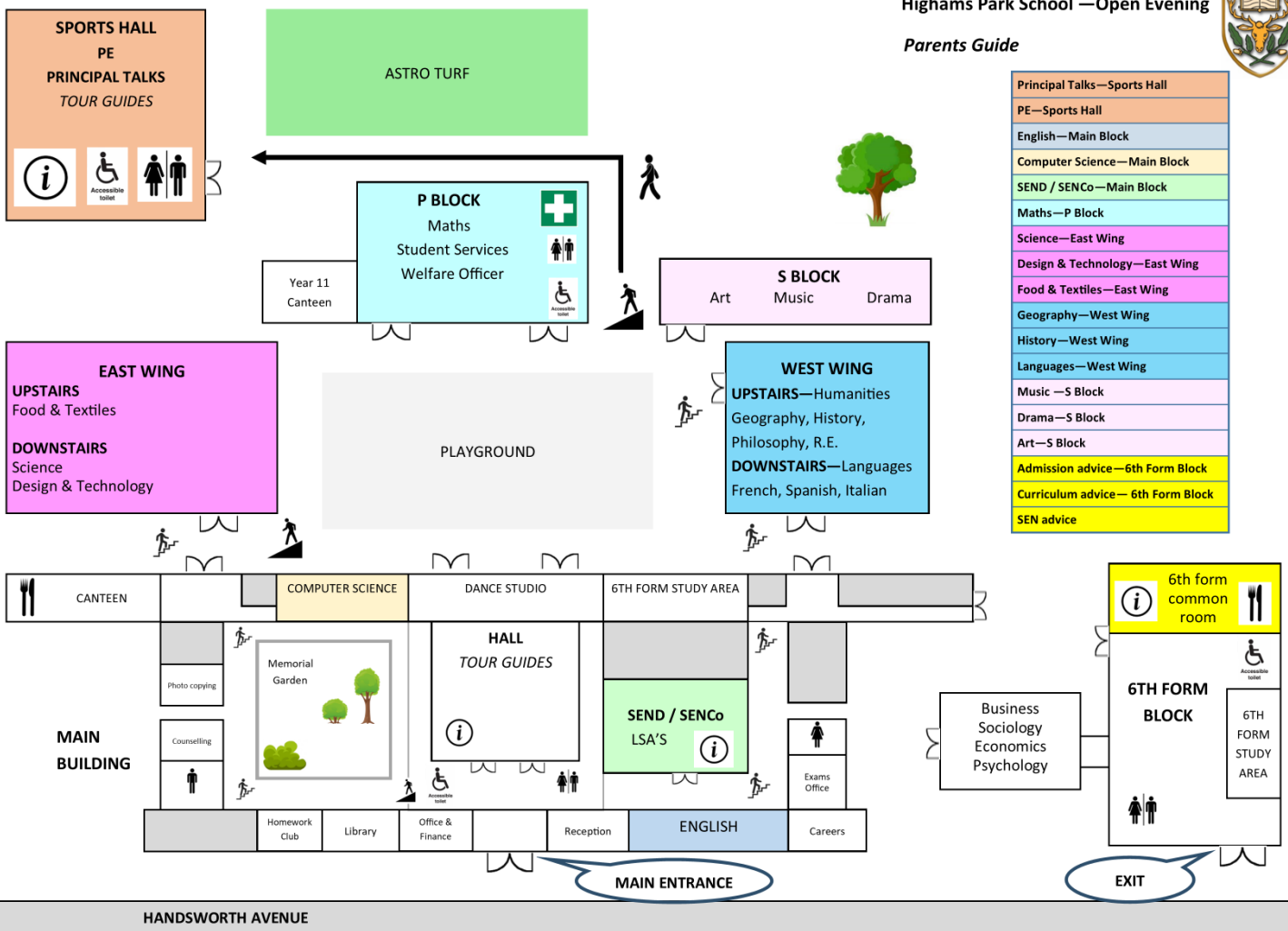
Firefly is also where we share school news, such as particular visits or events and celebrate student successes. Much of what you see on Firefly is created by our Student Digital Leaders, who work in teams with responsibility for areas across the site. The Digital Leaders work closely with teachers and the IT support team to set up, develop and improve Firefly content and wider digital learning resources.



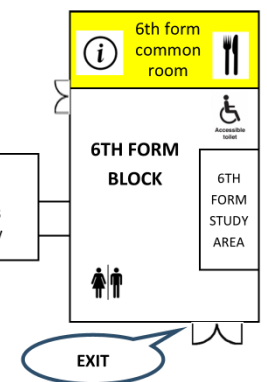
## Extracurricular Activities

During the pandemic our range of extracurricular activities was reduced. However, clubs have now been re-started; below is a *typical example* of the range of activities that we offer at Highams Park School:

	Lunchtime			After School		
	Study	Extra-Curricular	PE Dept.	Study	Extra-Curricular	PE Dept.
<b>Monday</b>	Library  Computer Science GCSE Intervention M5  French and Spanish course and HW support for KS3 and KS4 in W6  GCSE Art	Film Club (Learning Centre)  Football- All Years (Astro)  Table Tennis- Year 7 (Hall)  ICT Club (M4 & M7)  HP Vocals (Choir) - S2 – HAN  Board Games- E7- JNN (Year 7 & 8)	Badminton / short tennis club – all years (SH)	After School Study Club- 3:15pm-4:15pm All Years (Library)  DT Drop In sessions for GCSE  GCSE & A Level coursework support - Library – SMA  Food Prep. GCSE Drop in session	Production vocal rehearsals - S2 - HAN	Fitness Suite – all years
<b>Tuesday</b>	Library  Food Prep. GCSE Drop in session  Computer Science GCSE Intervention M5  GCSE Art	Film Club (Learning Centre)  Football- All Years (Astro)  Table Tennis- Year 7 (Hall)  ICT Club (M4 & M7)  Music Club - S1 & S2 - HAN & SMA  Anime Club – W15	Basketball Club – Year 7-9 (SH)	After School Study Club- 3:15pm-4:15pm All Years (Library)  DT Drop In sessions for GCSE	Production Band rehearsals - S1 - SMA	Year 7 Football matches  Year 9 Football matches
<b>Wednesday</b>	Library  Computer Science GCSE Intervention M5  Food Prep. GCSE Drop in session  GCSE Art	Film Club (Learning Centre)  Football- All Years (Astro)  Table Tennis- Year 7 (Hall)  ICT Club (M4 & M7)  Music Club - S1 & S2 - HAN & SMA	Multi sports club– all years (SH)	After School Study Club- 3:15pm-4:15pm All Years (Library)  DT Drop In sessions for GCSE  Food Prep. GCSE Drop in session  GCSE Intervention - S2 – HAN  Science After School Club 3:15-4:15- All years (E3 and E4)	Production Band rehearsals - S1 - SMA	Sixth Form Football matches  Year 9 and 10 Netball Club
<b>Thursday</b>	Library  Food Prep. GCSE Drop in session  Computer Science GCSE Intervention M5  GCSE Art	Film Club (Learning Centre)  Football- All Years (Astro)  Table Tennis- Year 7 (Hall)  ICT Club (M4 & M7)  Music Club - S1 & S2 - HAN & SMA  Science Club 1:30-2pm Years 7 & 8  Debating Club W10 6 <sup>th</sup> Form students	Badminton/sho rt tennis club – all years (SH)	After School Study Club- 3:15pm-4:15pm All Years (Library)  DT Drop In sessions for GCSE  Food Prep. GCSE Drop in session	Production Band rehearsals - S1 - SMA	Year 8 Football matches  Year 10 Football matches  Year 7 Netball club
<b>Friday</b>	Food Prep. GCSE Drop in session  GCSE Art	Film Club (Learning Centre)  Football- All Years (Astro)  Table Tennis- Year 7 (Hall)  ICT Club (M4 & M7)  Instrumental Ensemble - S2 - CDY  Debating Club W14 Years 7-11	Basketball Club – Year 10-13 (SH)		Classical Civilisations (Week A only) for Year 13	Fitness Suite – all years  Rugby Club (Year 8)



Principal Talks—Sports Hall
PE—Sports Hall
English—Main Block
Computer Science—Main Block
SEND / SENCo—Main Block
Maths—P Block
Science—East Wing
Design & Technology—East Wing
Food & Textiles—East Wing
Geography—West Wing
History—West Wing
Languages—West Wing
Music—S Block
Drama—S Block
Art—S Block
Admission advice—6th Form Block
Curriculum advice— 6th Form Block
SEN advice



## Contact Details

Principal: Nigel Armsby

Highams Park School  
 Handsworth Avenue  
 Highams Park  
 London E4 9PJ

Tel: 020 8527 4051

[admissions@highamparkschool.co.uk](mailto:admissions@highamparkschool.co.uk)

[enquiries@highamparkschool.co.uk](mailto:enquiries@highamparkschool.co.uk)

[www.highamparkschool.co.uk](http://www.highamparkschool.co.uk)

@HighamsParkSch

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