



Highlands



PROSPECTUS
2024 - 2025



Welcome to Highlands School

Highlands School is a high-performing, mixed comprehensive school serving the west side of Enfield.

We are an inclusive school. We welcome students from a range of backgrounds and we have a commitment to nurturing and supporting each and every student that joins us.







**Highlands is one of the
highest performing and
most popular secondary
schools in Enfield,
twice judged 'Outstanding'
by Ofsted.**



Headteacher's welcome

It gives me great pleasure to welcome you to Highlands School. This prospectus will give you a sense of the values and principles that underpin the work we do at Highlands, and of the opportunities and experiences open to your child if they join us in year 7 in September 2024.

Highlands is one of the highest performing and most popular secondary schools in Enfield, twice judged 'outstanding' by OFSTED. We opened in 2000 in brand new buildings surrounded by landscaped outdoor spaces and playing fields. Highlands is proud of being a genuine community school; we achieve academic excellence whilst remaining fully inclusive and welcoming students with a range of different backgrounds and abilities.

This summer we achieved our best ever A level and GCSE results reaffirming our place as one of the highest performing schools in London. Our 2021 Ofsted report highlighted the excellent behaviour of students at school and the quality of the pastoral care. We are proud that both academically and pastorally, we are an example of excellence.

I hope that your child joins us in September 2024. As Highlands goes from strength to strength, we look forward to welcoming them to our school community.

Vincent McInerney
Headteacher



Our vision and values

Our school values are determination, aspiration, respect and equality (DARE).

These values underpin all of our work, and are our guiding principles. They summarise what we expect from students and staff: that we work hard and never give up when faced with challenges and failure; that we have high expectations of ourselves and each other and we strive to reach them; that we are kind to each other, never cruel and we treat our wonderful school buildings with respect; and that we are all committed to diversity and inclusion.

Our motto is '**Dare to flourish**'. We chose this very carefully. The word 'dare' was chosen as it links to our values. The word 'flourish' was also carefully selected. The origin of the idea of flourishing dates back to Aristotle, who believed that the human purpose is to try and flourish, or live well. The modern spelling of the word is derived from the Latin, flos, which means flower. We like this word because we want all of our school community to grow and to develop. We know not everyone will grow and develop in the same way, but we will support them and be proud of them regardless.



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The transition to year 7

As the move from primary school to secondary school is a big change for children, we run a dedicated programme to ensure this transition is as smooth as possible. The head of year 7 visits many of the feeder primary schools to meet with the teachers and find out more about the new students joining Highlands School.

To get students excited about joining us, all new students are invited in for a taster day in July, where they get to experience a day at Highlands.

All year 7 students start the school year one day earlier than the older years to follow a bespoke induction programme. This builds students' confidence and enables them to establish relationships with their form tutor and with their peers. Year 7 students have their own lunch time, separate from the other year groups. They have sole use of the canteen and playground and astroturf. Our transition programme enables students to begin their time at Highlands with confidence.



Our approach to teaching and learning

The curriculum at Highlands is planned and delivered by a team of well qualified teachers who benefit from over 80 hours of professional learning, delivered by the school and external experts, each academic year. This means Highlands' approach to teaching is informed by the very latest educational research.

Teachers carefully plan how they teach new information to students. New material is delivered to students in small chunks. This ensures that students do not become overwhelmed when learning new information.

Students' learning is checked throughout lessons. For example, teachers use mini whiteboards, and targeted questioning to check learning, and to adjust teaching accordingly. This ongoing assessment means our teaching quickly responds to the needs of students.

Following key pieces of work, teacher feedback is given to students using whole-class feedback. This means that the teacher will read students' work and then share with the class on how improvements can be made.



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Our approach to curriculum

Highlands School offers a curriculum designed to ensure that students leave school with outstanding examination results. Our GCSE students consistently achieve some of the highest levels of progress in Enfield.

However, the curriculum is about more than excellent examination results. The key stage three curriculum extends from year 7 into year 9. This enables students to continue to study the arts, humanities, and modern foreign languages, irrespective of their GCSE option choices. Highlands School therefore prides itself on producing well-rounded and knowledgeable young adults.

In many ways the curriculum is the most important part of the learning experience at a school. Deciding on the curriculum means deciding the things that students will learn about and that they will remember forever. Key stage three students study the topics in each subject that will not only prepare them for GCSE exams, but that will let them learn the best that has been thought and said in those subjects. We want our students to excel in their exams but we also want them to be excited and fascinated and have a love of the subjects they study. We want our students to feel like they are historians, scientists, poets and artists, as well as students studying those subjects.

Our personal, social, health and economic curriculum was recognised as a strength by Ofsted in our most recent inspection (July 2021). Students spoke to the inspectors with confidence about how they are taught to stay safe, to challenge racism and discrimination, to care for their mental health or to make a valuable contribution to modern British society. Highlands does not pay lip service to its values of 'respect' and 'equality': we embed them into our taught curriculum.



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Pastoral care and student wellbeing

At Highlands School we strive to support students as they develop into happy and well-rounded individuals, well-equipped for later life. Our school values of determination, aspiration, respect and equality (DARE) are at the core of our pastoral system.

We provide support for individual students' differing educational and welfare needs. We have a large pastoral team with more than twenty members of staff dedicated to the wellbeing of students. Eleven of these staff are not classroom based and are therefore available throughout the day to support students. The pastoral team consists of heads of year, behaviour mentors, assistant headteachers, deputy headteachers as well as a dedicated school counsellor, welfare officer, family liaison officer, inclusion officer, behaviour nurture coordinator and wellbeing assistant.

We are committed to teaching students the knowledge and skills to make healthy and informed choices that help them to develop into confident, resilient and independent young citizens. We do this through our innovative 'stay safe curriculum'.



Behaviour

Highlands School has high expectations of students' behaviour. Students have a right to learn in lessons free of disruptive behaviour, in a school free from bullying and discrimination and where they are happy. We are committed to creating an environment where exemplary behaviour is at the heart of school life, so that all students can achieve their full potential. The aim of our behaviour policy is consistent with our wider school aims to develop young people who are kind and caring towards themselves, each other, their community and the wider world. We expect our students' behaviour and attitudes to embody our school values, determination, aspiration, respect and equality (DARE).

Equal opportunity is central to everything we do at Highlands School and we do not tolerate bullying, harassment or discrimination of any kind.

Our approach to behaviour management is prevention before sanction. This approach promotes exemplary behaviour, with the aim that students do not reach the point where their behaviour results in a sanction. This means that we prioritise the consistent application of rules and expectations, early interventions and a nurturing pastoral and wider curriculum that teaches students the core principles of self-discipline and positive relationships. Praise and reward are important aspects of our behaviour policy. We believe that recognition for positive behaviour builds confidence, builds self efficacy and motivation. Our behaviour policy ensures that there are a variety of opportunities and methods for praise and reward.





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Rowan



Oak

Our houses are Beech, Oak, Rowan and Willow and our house system offers our students a great opportunity to get to know students in other year groups, participate in student leadership opportunities, unite around common goals and make a difference to the school community.



2003-04	ROW
2004-05	WIL
2005-06	BEE
2006-07	BEE
2007-08	OAK
2008-09	WIL
2009-10	ROW
2010-11	ROW
2011-12	ROW



Beech



Willow

Each member of our school community is assigned to a house and students will have the opportunity to support their house by earning achievement points, competing in house competitions or working with our senior leadership team to champion causes close to their heart.

Extra-curricular activities

Highlands School is committed to offering students a wide range of learning contexts in order to develop all aspects of their abilities, talents and interests.

We offer a range of residential visits to Europe and beyond, including skiing, sports, historical visits and cultural exchanges. Each faculty offers a range of day and or evening visits to events and lectures which will enhance learning and illustrate different aspects of the curriculum. Students are also encouraged to participate in the Duke of Edinburgh programme to develop their independence, resilience and ability to work in a team. The extra-curricular activities that Highlands offers students sets our school apart from many other secondary schools

Ed-Extra

We believe that a comprehensive student enrichment programme helps all our students develop character. At Highlands, all students in year 7 and year 8 participate in our 'Ed-Extra' programme which runs every Wednesday from 2:10pm - 3:15pm. Students can choose from a range of activities in three different enrichment spheres: sport, music and STEAM (science, technology, engineering, art and maths). This year such activities include sports such as rugby, judo and netball as well as other activities such as art club, fashion design, drama and lego club.

DARE days

On four days each year all lessons are suspended and all students and staff participate in our DARE days. Over the course of seven years at Highlands School, students will take part in carefully planned and sequenced trips which include: visits to museums and galleries; zoos; field trips to support geography; career days to raise aspirations; Bletchley Park to learn about coding; outdoor activity days to work on team building and resilience; the World War One trenches in Belgium and a university careers fair. By the time our students leave us at 18 years old, they will have participated in a wide range of enjoyable and important trips.

Sports

The PE department runs a timetable of sports clubs throughout the year which includes a range of activities such as netball, football, basketball, badminton and volleyball. Highlands has a number of highly successful sports teams and we regularly enter teams into county and national championships. Over the years, our girls and boys have won numerous Middlesex titles in football. Last year the U14 girls' football team were Middlesex champions and the year 7, 8, 9 and senior girls teams won their respective leagues.

In the past we have had teams representing London at the National Futsal Finals and students representing the county in various other sports. Highlands students frequently represent Enfield at the London Youth Games in a number of sports as well as at Enfield Borough Schools competitions.



Special educational needs

Highlands has an above average number of students with special educational needs (SEN) for a mainstream secondary school. We believe that knowledge is powerful and that students with special educational needs should not be restricted in their learning. All students are taught in mainstream classes for all subjects, including French and Spanish. Our SEND department at Highlands School includes two SENDCOs and a range of learning support assistants (LSAs) who run interventions, act as key workers for a range of students and also support students in some lessons. LSA support in lessons is prioritised for students who have an educational health care plan (EHCP) and mostly limited to core subjects. We offer a number of interventions to support students who have special educational needs; these include interventions to improve students' reading age and those to support students to develop their emotional literacy.

How to apply

All admission requests to Highlands School are controlled by the London Borough of Enfield admission department.

**Enfield Schools Admission Service, Civic Centre, Silver Street,
Enfield EN1 3XA. Email: ESAS@enfield.gov.uk**

Highlands School also has an Additional Resource Provision (ARP) for Deaf learners. The ARP welcomes young people from across the borough who have severe or profound deafness along with difficulties with speech and language and/or complex needs and are supported by an Education Health and Care Plan (EHCP). We offer a total communication approach where BSL and spoken language are equally valued and encouraged and we provide students with the specialist support they need to grow into independent and confident young Deaf people.





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