

Winchmore School

International
School
&
Arts College



learning to
realise potential







HEADTEACHER'S WELCOME



When I was appointed as Headteacher of Winchmore School I was very proud to be joining a school which has, and will continue to develop a tradition of high standards of academic achievement alongside outstanding provision for the development of young people through the arts, travel, sport, care, guidance and support. We have a commitment to help our students develop into responsible young people, who can make a positive contribution to society.

Our motto 'learning to realise potential' reflects this commitment on the overall development of young people in our care. We know that interesting and challenging lessons, combined with a culture where educational success is valued and respected by all members of the school community will ensure that students remain focussed on their learning.

Our success in achieving such a culture in a safe learning environment, and the opportunities we give our students to develop beyond the curriculum have undoubtedly contributed to the high academic standards and popularity of Winchmore School.

Winchmore School is a community school and as such we are working hard to further develop our links within the local community through work with business, local primary schools, parents and our neighbours, amongst others.

We are proud of being a truly comprehensive school where students of all abilities are able to achieve success as we also celebrate the diversity of our students and respect the heritage, religion and culture of all our students and staff.

The success of Winchmore School makes it heavily oversubscribed. Parents and students feel secure in their choice of Winchmore both at secondary transfer and 6th Form level. If you decide that Winchmore School provides the type of learning environment which will suit your child, and you are fortunate enough to be offered a place, we hope your association with us will be a long and happy one.

Jim Owen





Mission Statement

***'A creative and harmonious learning community,
with a particular commitment to the arts, where everyone
is expected to realise their full potential'***

We believe that all members of the Winchmore community can succeed and achieve. Our focus is on learning, and we aim to develop in all our students a lifelong love of learning. At Winchmore all members of our community, students and staff are learners.

Learning is our priority

At Winchmore our priority is learning. We promote high achievement, high standards and have the highest expectations for all students. We encourage our students to strive continuously to exceed their personal best, to take risks in their learning and to realise their full potential. Our teachers provide a range of teaching and learning strategies and a variety of activities and tasks to meet the needs of all students. Our students are encouraged and supported to become independent learners and take responsibility for their own learning.



Our aims:

- Work together to provide a supportive, stimulating, safe and secure learning environment in which high standards of learning and personal responsibility are expected and achieved.
- Encourage in our students a sense of belonging, personal responsibility for and a pride in their school.
- Create a dynamic and creative Learning Community which responds to challenge, takes risks and continually improves.
- Challenge and extend the experience of our learners through a broad, balanced, flexible and relevant curriculum.
- Inspire and enable all students to become independent lifelong learners.
- Provide opportunities for reflection, spiritual awareness, self-knowledge and self-belief.
- Develop high levels of communication, literacy, numeracy, ICT, research, analytical and problem solving skills.
- Develop flexible, creative, articulate and outward looking young people fully equipped for their future success in the 21st century.

Admissions

The school is permitted to admit 240 pupils into a year group. Places at Winchmore School are allocated by the Enfield Schools Admission service using particular criteria, i.e. special educational needs, medical reasons, if a brother or sister attends the school and distance from home to school.

The annual open evening for parents and prospective pupils is held early in the autumn term.

From Primary to Secondary

Winchmore's thorough, successful induction programme ensures that new students soon settle in to become happy, effective members of our school community. We have well established links with local primary schools. We invite our allocated Year 6 pupils and their parents/carers into Winchmore for a personal interview as soon as they receive an offer of a place. Our primary liaison team visits primary schools to gather information about those students who will be joining us in September. Our Year 6 pupils visit the school in July and meet their Head of Year, meet other students, participate in a range of activities and have a tour of the school. New Year 7 students start school in September before the rest of the school. This means they can start to become familiar with the school when the school is quieter and less busy. We provide additional support to those students who take longer to settle in.



Transport to School

The school is well served by transport links with buses travelling along Green Lanes and Hedge Lane. Our student entrances are in Highfield Road and Firs Lane. Only Sixth Form students may use the Laburnum Grove gate. Parents are requested not to drive along Highfield Road and Laburnum Grove when bringing pupils to school. This is to reduce traffic congestion and to ensure the Health and Safety of members of our community. Students should be dropped off at a distance from the school and be expected to walk the last part of the journey. Pupils are expected to arrive in school well before 8.30am each day and should leave home in plenty of time to allow for any traffic congestion. Pupils may cycle to school with parental permission. Students who cycle to school are expected to wear a cycle helmet. Cycles should either be padlocked in the cycle rack or placed in cycle lockers which are available to hire, free of charge.

Our School Environment

Located on a very pleasant green ten acre site, overlooking parkland and cricket fields, Winchmore School enjoys four large playgrounds, five large playing fields and an enviable feeling of space and calm. This enables us to provide a wide range of sporting activities, from tennis to climbing walls.

Our bright and spacious main reception area offers a welcoming space for visitors, including accessibility for disabled visitors. We have a number of meeting rooms across the school which enable meetings to take place on a 'one to one' basis or in groups, as appropriate, with confidentiality, practicality and comfort taken care of.

Investment over the years has created two new specialist buildings, and we continually maintain and upgrade our facilities. This has increased space and provided state of the art facilities in science, art, drama, dance, technology subjects and our 6th Form. We also have a dedicated area for learning and behaviour support. Furthermore, we have twelve large rooms fully kitted out for all aspects of ICT, digital photography and media. The extensive remodelling of our buildings has ensured optimum facilities for all subjects, including Maths, English, Modern Foreign Languages and Humanities. Classroom sizes and facilities enable a full range of styles of teaching and learning which include group work, activity based work, discussion and drama based activities.

Our Learning Resource Centre (library) supports learning and teaching across the school with access to computers, printers, books, eBooks, newspapers and periodicals. We provide a welcoming, supportive atmosphere conducive to positive learning and provide an after school Homework Club. Our aim is to develop a lifelong love of reading in all our students by promoting reading and the enjoyment of reading in all its forms. This includes a variety of book fairs, reading clubs, author visits, performance, storytelling sessions and reading initiatives such as Bookbuzz and Renaissance Reading.

Our sports hall is Olympic size, and we offer a modern gym and fitness suite with up-to-date equipment. Our sports fields are maintained to a very high standard and laid out for a wide variety of seasonal activities to offer sport and recreation for all.

Catering facilities have been recently refurbished and redesigned which provide a high quality restaurant experience, as well as offering café facilities.

Our spacious hall with its traditional stage and pipe organ provides an ideal environment for assemblies, productions and major school events.

We share many of our facilities with the local community for sporting, social, celebratory and other special events.





The inclusion of all students at Winchmore School is a major priority. The current pastoral system at Winchmore is organised into year groups, from Years 7 to 14.

Each Year group is divided into tutor groups. There are:

- **8 tutor groups in Years 7-11**
- **8 tutor groups in Years 12 and 13**
- **3 tutor groups in Year 14**

Each tutor group is led by a form tutor who is the first point of contact should a pupil have a problem, and is also the first point of contact for parents and carers. Teams of tutors are led by a Head of Year, and their Assistant Head of Year who are responsible for leading the tutors in effective guidance and support for all students within the Year group. Heads of Year provide professional leadership, direction and management for the Year, in order to ensure the highest standards of tutoring, behaviour, safety and achievement for all students, as specified by baseline data and other information.

To support the Head of Year, members of the Behaviour Team are also attached to Year teams 7-11. The Behaviour Team member will work with students on such issues as attendance, progress, behaviour, and relationships. This frees up time for Heads of Year to monitor and support student progress, to identify underachievement and to develop strategies to tackle it. Heads of Year are also supported, guided and linked to members of the Leadership Team.

As well as year groups the school is organised into the following Houses:

- | | |
|----------------|-----------------|
| Turner | Stirling |
| Olympic | Olivier |
| Mercury | Nobel |

Each Head of Year lead a House with the support of their Assistant. The House system is mainly for sporting occasions, competitions and other enrichment activities. It enables us to foster a sense of community, belonging and mutual respect, which are reflected in Winchmore's core values. The school uniform, the colour of ties for boys and the house badge for girls, will indicate the House students are in. The Heads of Year 12 and 13 are supported by the Sixth Form support team rather than Assistant Head of Year.



The Student Voice

Student participation and listening to the student voice is an important aspect of developing as a successful learning community. Students are actively involved in discussions about school life, through the student council which meets on a regular basis. Students have been involved in agreeing our classroom expectations, in developing our anti-bullying policy, in staff appointments and in initiatives to improve the school. The student council is encouraged to contribute their views and suggest ideas for improvements to the Governors and the Leadership Team. We encourage pupils to take on additional responsibilities as monitors, prefects, peer mentors and organising school events. We ensure that pupil feedback is used to improve the quality of pupil experience across the school.

Assemblies



Assemblies are an important part of school life at Winchmore. They help to engender a sense of pride in the community, and can help to improve students' relationships across the school.

Assemblies enable the school to share the school vision and reinforce key values. Our vision at Winchmore is one of being a successful and happy learning community, where everybody feels valued and everybody can achieve their potential. This is underpinned by four key values (the four C's) Commitment, Cooperation, Courtesy and Contribution.

Assemblies also help to motivate students to strive to do their best in all parts of the school, and provide students with the opportunity to share their talents, especially in the areas of art and fashion. In addition, students, sometimes through the school council, will present assemblies relating to issues they feel strongly about, and wish to share with their peers. For example, promoting equality for all, including tackling homophobia.

Assemblies also provide an opportunity to celebrate rewards, achievement and success, and highlight special events, festivals and holidays. Finally, as well as enabling the school to convey information and share key messages, assemblies enable the school to educate students about current affairs, local issues, or any other area which may not be covered in the classroom.

Assemblies take place during tutor time. Each Year will have one assembly regularly. There are also rewards assemblies for Years 7-11 where students' achievements are recognised and which parents/carers are invited to attend.

Our Anti-Bullying Policy

At Winchmore School we wish to create a community in which every member is respected as an individual. All our pupils have the right to a safe and secure learning environment and to enjoy their learning and leisure time, free from bullying. Our school community will not tolerate bullying of any kind, including homophobic bullying. Instances of bullying are dealt with swiftly and firmly. We have a very clear anti-bullying policy which has been drawn up with the help of the student council. We expect our pupils to support each other and they are encouraged to report any instances of bullying.

Equal Opportunities

Winchmore is proud to be a mixed multi-faith, multicultural school. We believe that the range of backgrounds represented in our school, enriches the learning experience of all members of our community. At Winchmore School we are fully committed to equal opportunities for all. We are sensitive to the fact that there are many barriers to achievement in society. We aim to promote the success and well-being of every member of the school community. We aim to ensure that every person, of whatever ethnic background, gender or ability has an equal opportunity to realise their full potential. We believe that equal opportunities are about enabling individuals to develop and achieve their best in a supportive and caring environment based on mutual respect.

Enhancement and Enrichment Opportunities

We offer a range of activities and clubs to enhance and enrich the learning opportunities of our students including:

- A wide range of after school sporting activities and inter-school team fixtures.
- Breakfast club, before school and supervised homework study clubs.
- Board games club, chess club, dance, drama, art and music clubs.
- Musical instrumental tuition.
- Trips abroad including student exchange trips to China.
- Visits to museums, galleries, theatres and other places of interest.
- Residential field work in a range of subjects.
- High quality dance, drama and music performances.
- Specialist Art Schools and arts associated workshops.
- A range of charity events and activities.
- After school additional GCSE classes.
- Coaching and entering teams for local and national competitions including Rock Challenge, Mayors Awards, Maths Challenge, Jack Petchey, 'Speak Out'.
- Family learning opportunities.

The school has two minibuses which are used to support activities out of school.





Winchmore's curriculum is designed to challenge and inspire all learners, yet meet statutory requirements. In addition, as a Specialist Arts College, there is an emphasis on the expressive arts across all Key Stages. As a result, pupils are prepared for training, higher education, employment and to take their place in society as active citizens.

Key Stage 3

All National Curriculum subjects are taught in Years 7-9. Some subjects are delivered in groups, according to their ability. Design Technology subjects are taught in smaller groups, which include Food, Textiles and Product Design. This not only ensures a secure and safe environment, but also supports a more pupil focused approach to learning.

The school believes that Drama develops a range of skills that are vital to student progress and therefore offered as a discrete subject in Years 7-9. We also have a huge focus on ICT at Winchmore, and Computer Science forms part of our curriculum in Years 7-9.

Key Stage 4

In order to meet the needs of all pupils, Winchmore offers three alternative pathways. Most students will pursue their studies in one of three academic or academic/vocational routes made up of GCSEs in English Language, English Literature, Mathematics, Science and a Modern Foreign Language (French, German or Spanish). In addition, three option subjects, including Geography and History, can be selected, enabling pupils to attain the English Baccalaureate. Also, students can select one or more Vocational Qualifications from a range which include; BTEC Health and Social Care, WJEC Catering and Hospitality and NCFE Sports Studies.

GCSE Religious Education is delivered alongside Physical Education (PE) and Personal Social, Citizenship and Health Education (PSCHEE) which includes careers education, guidance and enterprise to all students.





THE SIXTH FORM

We have one of the largest Sixth Forms in North London with over 470 students, offering a wide range of Level 2 and Level 3 academic and vocational study programmes designed to ensure students move onto high quality university courses, apprenticeships or employment. A significant majority of our Y11 students decide to progress into the Winchmore Sixth Form.

All students are allocated to a Year 12 or Year 13 tutor group. Each tutor is responsible for 'first-line' pastoral care and has specific responsibility for supporting their tutees' progress and applications for higher education and employment. Our Director of the Sixth Form, Head of Sixth Form, Head of Year 12 and Progress and Guidance Officers support students and carefully monitor their progress throughout their time in the Winchmore Sixth Form.

The Sixth Form is located across 2 sites and includes the Sixth Form Centre, a purpose built suite, offering spacious and well equipped facilities (study room and ICT rooms). Sixth Form teaching takes place at Winchmore School and the recently refurbished Winchmore Sixth Form Centre (Broomfield Campus).

Winchmore offers three pathways:

- **Level 3** - Two Year Study Programme (3/4 A Levels or L3 vocational courses, or a combination)
- **Level 2/3** – Three Year Study Programme (combination of Level 2 and Level 3 vocational qualifications and A Levels)
- **Level 2** – One Year Study Programme (Level 2 qualifications and the opportunity to re-sit GCSE English Language, GCSE Maths and GCSE Science).

All Sixth Form students are involved in curriculum enrichment. Here, students are given substantial support in the higher education application process and attend workshops/seminars designed to prepare them for adult life. Year 12 are also given the opportunity to support learning in the classroom at Key Stage 3 or 4 and work as mentors to lower year groups, or as lunchtime activity leaders. Year 12 students also take part in one weeks Work Experience in July as part of their UCAS preparation

A separate prospectus is available for potential Sixth Form students outlining our entry requirements for admission and the courses available.





Recognising and promoting the achievements of all students, both academic and other, play a key role in sustaining motivation and improvement. Our system of merits, spotlight awards, gold and silver ties and commitment awards are used to recognise and celebrate achievement through regular Year assemblies and our annual Commitment Celebration. The school participates in the Jack Petchey Achievements Award scheme.

Expectations for Behaviour

Our behaviour for learning policy is based on mutual respect, and outlines our expectations for all students to focus on their learning in a calm and well-ordered environment, enabling them to make progress and achieve their best. Staff and students have been involved in drawing up our minimum expectations for behaviour, which are;

- Treat others as you would like to be treated yourself
- Follow instructions first time, every time
- Be in the right place at the right time
- Focus on learning; we all have a right to learn

We aim to create an ethos for learning in which all staff have high expectations of students at all times and are able to deliver outstanding teaching. Our students are calm, co-operative and courteous, and take responsibility for their actions. All relationships are based on mutual respect and students show a commitment to their education and contribute to the wider school community.

A Home School Agreement is signed by each student, their parent/carer and the form tutor.



SUPPORT FOR LEARNING



The school has a range of provisions to support students with their learning. Learning Support provide individual and group support both in class and in withdrawal groups for students with Special Educational Needs and Disabilities, and for those whose first language is not English. Our Behaviour Team and other agencies provide additional support, group sessions and mentoring for some students to ensure that they are able to overcome barriers to learning. The school also runs very successful mentoring programmes involving staff and Sixth Form mentors. Winchmore is committed to realising the potential of all students.

In the Sixth Form we provide mentoring and support to assist students applying to university (including the Russell Group). Students are encouraged to attend workshops and courses both in school and at university campuses. They also receive guidance with the completion of their UCAS application and writing of their personal statement.





UNIFORM POLICY

ITEM	GIRLS	BOYS	DETAIL
Badges			Prefect or other school badges only permitted.
Blazer	×	✓	Navy blue with the school badge on the pocket
Coats	✓	✓	Plain black or navy blue. Hooded sweatshirts are not allowed.
Headscarf/scarf	✓	×	Black or navy
Jumper	✓	✓	BOYS: optional GIRLS: compulsory Navy blue V-necked jumper in the school style available only from the school
Socks	✓	✓	Ankle or knee length white or navy socks or plain navy blue or plain black tights (patterned or fish net tights are NOT allowed).
Shirt	✓	✓	Light blue in the school style (NOT patterned, knitted or T-shirts).
Shoes	✓	✓	Black shoes for boys and girls. Girls shoes must have low heels (NO BOOTS ALLOWED).
Tie	×	✓	Must be worn by boys at all times
Trousers	✓	✓	BOYS: Dark grey tailored school trousers (NOT black or light grey). GIRLS: Navy blue school trousers may be worn as an alternative to a navy blue school skirt of an appropriate length

Unless otherwise stated pupils **MUST** wear full school uniform on their way **to and from school and throughout the school day**. Uniform must be worn on all trips, and pupils will not be allowed to go on a trip unless they are wearing it.

FOR ALL STUDENTS



- Mobile phones are **NOT** allowed in school and will be confiscated.
- Leather/denim or coloured jackets are not allowed.
- Hats, caps, coats and scarves should not be worn inside the building.
- Hooded sweatshirts are **not** allowed in school and will be confiscated.
- Nail extensions and jewellery are **not** permitted.
Only one small sleeper or stud in a pierced ear may be worn. Any other piercings or jewellery must be removed and items confiscated.
- Face piercings and nail extensions are not allowed as they present a Health and Safety risk.
- Extremes of hair styles, including coloured extensions, are not permitted e.g. hair dyed red or blue etc, shaved patterns in hair.

Any confiscated items will be available for collection on Tuesday afternoons after school on payment of £1.00.



Available to purchase online via Parentpay, purchases can be collected from the school office at break time or after school.

LIST OF REQUIRED PE KIT FOR ALL PUPILS - YEARS 7 TO 11

- Polo Shirt
- Sweatshirt
- Short Socks
- Football Socks
- Shorts (*religious exceptions made*)
- Black or navy blue jogging bottoms
(*optional in cold weather - not available to purchase via the school*)

ADDITIONAL EQUIPMENT (depending on curriculum):

- Studded boots for football and rugby (*in addition to trainers*)
- Shin pads (*compulsory for football*)
- Gum guard (*compulsory for rugby*)
- Towel (*optional*)

All pupils will be required to bring full PE kit to school on the days that they have their lesson. PE kit should be appropriate for the activity. If pupils fail or forget to bring some part of their kit, they will be loaned clean school kit for that lesson.

If a pupil is not well – The pupil must still bring their FULL PE kit and a note explaining what is wrong. The pupil will be expected to change and take part in the lesson in a non physical role (i.e. coach, official, helper etc.).

Lost kit – If they have temporarily lost, or are unable to provide the correct school PE kit, they can bring alternative kit to wear for that lesson, provided that they have a note from their parent or carer. If they do not provide a signed note, then clean school kit will be lent to the pupil.



OUR INTERNATIONAL VISION

Winchmore School is proud of its reputation as an international school. This was recognised in the British Council's re-accreditation of the International School Award 2015-2021.

The school was recognised to be an excellent example of "how to embed the international dimension firmly into the curriculum". The International School Award Assessor stated "your application demonstrates clearly your continued commitment to understanding and applying the principles of international education in a creative and imaginative way. It also proudly showcases your international learning journey, including your achievements, and highlights the positive effects of your global learning on all stakeholders....Your

relationship with your Chinese, Spanish and Mexican partner schools are impressive Your ambassadorial role is potentially excellent and you have done well in your efforts to disseminate good practice through sharing the benefits of your experience and expertise with other schools on specific projects as part of your commitment to sustaining an international ethos in your school."

For a number of years we have enjoyed bi-annual student exchange visits with our partnership school in China, The Shunde Number 1 Experimental Middle School. The main purpose of the exchange is to develop and deepen our partnership. We look forward to more inspirational exchange visits in the future.

Details of the exchange visits can be found on the school website.





Leading Parent Partnership Award (LPPA)

Working Closely with Parents and Carers

As a result of our strong track-record of working to support parents and carers, together with a wide variety of new initiatives, we have been successful in achieving the Leading Parent Partnership Award (LPPA), for the many years.

The award looks at how we support parents in helping their child to learn. It evaluates many areas of the school from a parent's/carer's perspective. For example areas such as whole school progress, attainment, attendance, behaviour, ethos, enrichment and student welfare. In addition, there is a particular focus on how friendly and welcoming the school is, and on community links.

It was a very thorough but rewarding audit and has helped us to realise our vision of parents, carers and families becoming even more involved in the life of learning that their child experiences at our school.

Final Reassessment Reports have highlighted that Winchmore School:

- Is heavily oversubscribed and the preferred school of choice in the area with over 470 students in the Sixth Form (from September 2017, this figure has risen to over 480).
- Continues to achieve results significantly above the national average.
- Is a harmonious community where students treat each other and adults with respect and courtesy and feel very safe.
- Provides an excellent environment for students. The site is well cared for, staff are professional and welcoming and the impressive and excellent displays celebrate the students work.
- Has developed an impressive enriching ethos through its expressive arts and international school status.
- Has rigorous analysis and feedback systems in place.
- Staff and governors are delighted with the developments made by the new headteacher.

The School Day

MONDAY, TUESDAY, THURSDAY, FRIDAY		WEDNESDAY	
Period 1	8.30 – 9.30	Period 1	8.30 – 9.30
Period 2	9.30 – 10.30	Period 2	9.30 – 10.30
Tutor Session	10.30 – 10.55	PSHCEE	10.30 – 11.00
Break	10.55 – 11.15	Break	11.00 – 11.20
Period 3	11.15- 12.15	Period 3	11.20 – 12.20
Period 4	12.15 – 1.15	Period 4	12.20 – 1.20
LUNCH	1.15 – 2.00	LUNCH	1.20 – 2.00
Period 5	2.00 – 3.00	Period 5	2.00 – 3.00

Academic Year 2021-2022

DATE	AUTUMN TERM	SPRING TERM	SUMMER TERM
Start/End	Wednesday 1 September 2021 to Friday 17 December 2021	Tuesday 4 January 2022 to Friday 1 April 2022	Tuesday 19 April 2022 to Friday 22 July 2022
Half Term	Monday 25 October to Friday 29 October 2021	Monday 14 February 2022 to Friday 18 February 2022	Monday 30 May 2022 to Friday 3 June 2022
Break	Christmas Break: Monday 20 December 2021 to Tuesday 4 January 2022	Easter Break: Monday 4 April 2022 to Tuesday 19 April 2022	May Bank Holiday: Monday 2 May 2022





GCSE Results

81% of students attained grades 9-4 in English and Maths

56% of students attained grades 9-5 in English and Maths

Attainment 8 Average = 52

We are proud of our students' performance in the GCSE exams this summer.

GCSEs are now all graded on a scale of 9 to 1, with 9 the highest grade. The government and Department for Education (DfE) specified that the new GCSE syllabuses will include more challenging and knowledge-based content, with exams only at the end of the course.

This summer 81% of students secured passes in both English and Maths and one in three students secured a grade 7 (previously grade A) or better in either English or Maths.

Over 50 students attained an impressive batch of seven or more subject grades at the highest grades of 9 to 7 (formerly A/A*) and half of our students secured at least one of the top grades (9, 8 or 7) amongst their results, many coming from subjects in the Arts, Science, Maths or Technology faculties.

Some of our highest achieving GCSE students

ALI Mahima	90.0
CHRISTODOULOU Kristofas	89.0
PERETS Michael	88.0
PAJKA Noemi	88.0
HAMIT Yasemin	87.0





A Level Results

100% pass rate at A Level
65% A Level exam grades at A*-B

Highest achieving A Level students

KAPUSTA Kacper	AA BB (&EPQ B)
RRUKAJ Jess	A* A* A*
DEMALIAJ Emi	A* A* A
LOKENATH Briana	A* A* B
SAL Mustafa	A* A* A

Highest achieving Level 3 Vocational Students

FINCH Conie	D* D* D
ALTUNOGLU Tarik	D* D* D
VERA Stella	DD D*
ALI Radiha	D* DD
OMAGHOMI Tsema	DD D
BROWN Chrystal	DD M

Mr Owen would like to thank the students who have worked very hard with commitment and determination to achieve these excellent results. He would also like to thank the staff who taught, encouraged and supported the students tirelessly throughout their time at Winchmore School.





HIGHER EDUCATION DESTINATIONS

Course	University
City, University of London	Sociology
Queen Mary, University of London	Mechanical Engineering with Industrial Experience
Queen Mary, University of London	Science and Engineering (Materials Science 4 Year)
University of Roehampton, London	Biomedical Science
City, University of London	Sociology
De Montfort University, Leicester	Psychology with Education Studies
University of Roehampton, London	Sociology
University of Roehampton, London	Early Childhood Studies
Middlesex University, London	Primary Education
City, University Of London	Computer Science
Oxford University	Biochemistry (Molecular and Cellular)
University of Portsmouth	Software Engineering
University of Westminster	Law
City, University Of London	Mechanical Engineering
London South Bank University	Sports Rehabilitation
Nottingham Trent University	Policing
University of Essex	International Business and Entrepreneurship
Bournemouth University	Finance and Economics
University of Hertfordshire	Law
University of Leeds	Mathematics and Statistics
Canterbury Christchurch University	Diagnostic Radiography
Swansea University	Media and Communication with a Year in Industry
City, University Of London	Psychology
Queen Mary, University of London	Computer Science with Industrial Experience
University of Birmingham	Modern Languages (4 years)
Kingston University, London	Interior Design
Middlesex University, London	Psychology
Royal Holloway, University of London	Economics
University of Essex	Philosophy, Politics and Economics
University of Greenwich, London	Business Entrepreneurship and Innovation
Norwich University of the Arts	Illustration
Queen Mary, University of London	Computer Science
University of the Arts, London	Animation
Queen Mary, University of London	Computer Science
Medway School of Pharmacy	Pharmacy
University of Westminster	Pharmacology and Physiology
Goldsmiths, University of London	Marketing
University of Westminster	Computer Science
Kingston University, London	Biochemistry
Queen Mary, University of London	Biomedical Sciences
Middlesex University, London	Business Management
Bishop Grosseteste University	Education Studies
University of Portsmouth	Mathematics
Royal Holloway, University of London	Comparative Literature and Culture and English
Cambridge University	History and Politics
Kingston University, London	Digital Media Technology
University of East Anglia	Pharmacy
King's College, London	Film Studies
University of Roehampton, London	International Business
University of Hertfordshire	Business and Marketing
London South Bank University	Accounting and Finance
University of Roehampton, London	Primary Education
Queen Mary, University of London	Mathematics
Kingston University, London	Pharmacology
Middlesex University, London	Nursing (Adult)
University of Hertfordshire	Computer Science
The University of Edinburgh	Psychology



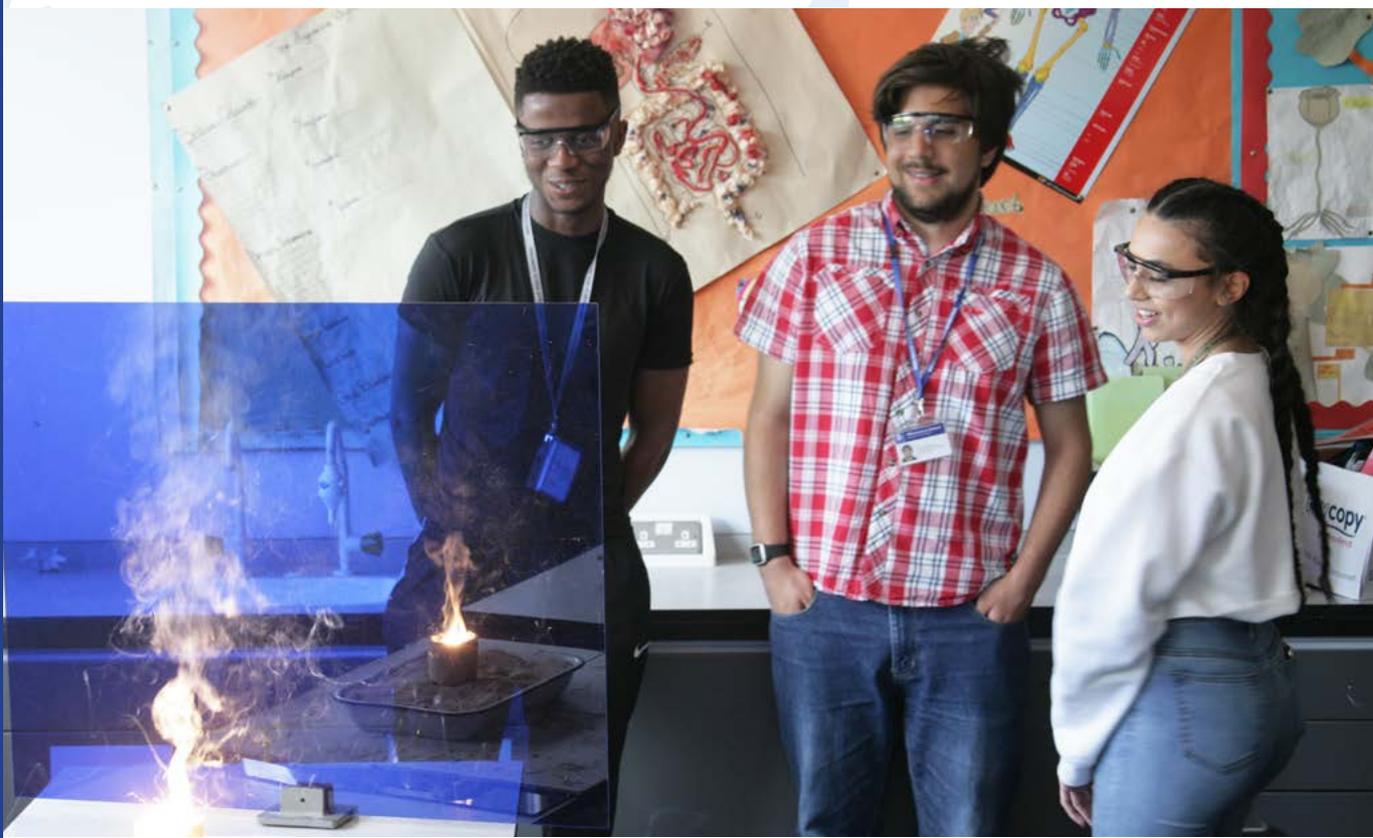
HIGHER EDUCATION DESTINATIONS

Goldsmiths, University of London	Anthropology
London South Bank University	Information Technology
Brunel University London	International Business with Placement Year
City, University Of London	Economics
University of Essex	Psychology with Cognitive Neuroscience
University of Hertfordshire	Marketing and Advertising
Queen Mary, University of London	Mathematics
King's College, London	Mathematics
University of Leicester	Media and Communication
University of Kent	Computer Science
Queen Mary, University of London	Global Health
Middlesex University, London	Information Technology
City, University Of London	Introduction to Optometry
University of Hertfordshire	Accounting and Finance
Queen Mary, University of London	History
Middlesex University, London	University of the Creative Arts
University of Hertfordshire	Business and Finance
City, University Of London	Criminology and Psychology
Middlesex University, London	Dance Performance
Brunel University London	Mathematics and Computing
Coventry University	Psychology
University of Sussex	Economics
London South Bank University	Accounting and Finance
University of Greenwich, London	Biomedical Science
Cardiff University	Biomedical Sciences
University of Westminster	Journalism
Kingston University, London	Mechanical Engineering
University of Hertfordshire	Law
St George's, University of London	Clinical Pharmacology
University of Exeter	Neuroscience
Queen Mary, University of London	Mathematics with Finance and Accounting with Professional Placement
Middlesex University, London	Primary Education
London South Bank University	Accounting and Finance
University of Kent	European Legal Studies
University of Portsmouth	Architecture
Cardiff University	Biochemistry
Middlesex University, London	Midwifery
University of Portsmouth	Criminology and Forensic Studies
Queen Mary, University of London	Mechanical Engineering
University of Westminster	Business Economics
University of the Arts, London	Fashion Textiles: Embroidery
City, University Of London	Children's Nursing
Goldsmiths, University of London	Marketing
Swansea University	Physics
City, University Of London	Mechanical Engineering
University of Portsmouth	Criminology and Forensic Studies
Queen Mary, University of London	Mathematics
Queen Mary, University of London	Computer Science
University of Law	Law with Business
Coventry University	Business Economics
University of the Creative Arts, London	Fashion Textiles
Kingston University, London	International Business With Business Experience
City, University Of London	Psychology
Canterbury Christ Church University	Archaeology
Goldsmiths, University of London	Marketing
University of Hertfordshire	Automotive Engineering
Brunel University London	Sociology



HIGHER EDUCATION DESTINATIONS

City, University Of London	Law
University College London	Natural Sciences
University of Warwick	Sociology and Quantitative Methods
Canterbury Christ Church University	Public Health and Health Promotion
University of the Arts, London	Ceramic Design
London South Bank University	Children's Nursing
University of West London	Psychology
University of Roehampton, London	Law
University of West London	Information Technology
City, University Of London	Adult Nursing
Brunel University London	Law
Goldsmiths, University of London	Media and Communications
Middlesex University, London	Business Information Systems
Bristol University	Biochemistry
University of Leicester	Psychology
City, University Of London	Psychology
Coventry University	Architecture
Canterbury Christ Church University	Law with Criminology
Queen Mary, University of London	Chemistry
University of Leicester	English and History
University of Greenwich, London	Financial Mathematics
Anglia Ruskin University	Building Surveying (with Placement year)
Queen Mary University of London	Mechanical Engineering
Brunel University London	Sociology
University of Roehampton, London	Law and Criminology
Swansea University	Medical Engineering
City, University Of London	Psychology
Middlesex University, London	Games Design
Hertford Regional College	Music Production
Hertford Regional College	Games Design
Keele University	Pharmacy
Swansea University	Aerospace Engineering with a Year in Industry
University of Kent	Mathematics
City, University Of London	Mathematics and Finance
Canterbury Christ Church University	Public Health and Health Promotion
University of the Creative Arts	Fashion Textiles





Winchmore School Annual Governance Statement 2019-2020

Introduction

This document provides a description of the work and impact of the Governing Body of Winchmore school during the academic year 2019-2020 and summarises key areas of activity for the 2020-2021 academic year.

Strategic functions

The Governing Body is the key decision-making body within the school, but it does not run the school on a day-to-day basis. That is the responsibility of the Headteacher.

The 3 core strategic functions of the Governing Body in 2019-2020 were:

- Ensuring clarity of vision, ethos, values and strategic direction
- Holding the Headteacher to account for the educational performance of the school and its students, the performance management of staff
- Overseeing the financial performance of the school and making sure its money was well spent.

Governance arrangements

The Governing Body had two main committees in 2019-2020.

- The Educational Performance Committee was responsible for teaching and learning, the curriculum and attainment.
- The Resources Committee was responsible for remaining aspects of school governance, including finance, personnel, and health and safety.



Assessment of impact

The Governing Body made the following impact in 2019-2020.

- Provided the overall vision and maintained strategic direction for the school.
- Held the Headteacher to account for the educational performance of the school and its students and the performance management of staff.
- Oversaw the financial performance of the school, making sure its money was well spent.
- Made key strategic decisions, such as approving the restructuring of the teaching staff and approving plans for a new sixth-form block.
- Reviewed and updated policies on key areas, such as Behaviour, Bullying and SEND.
- Scrutinised and approved the School Improvement Plan.
- Questioned staff on key areas, such as progress in each key stage, improvements in the teaching of geography, development of the sixth form etc.
- Recruited new governors to the Governing Body.

Individual governors also made a positive contribution during the same period by:

- Holding one-to-one meetings with key staff, such as when the Health and Safety Governor conducted the termly health and safety inspection.
- Ensuring that the school complied with child protection regulations.
- Representing the school at Local Authority / Regional level.
- Attending (and being seen at) a wide range of school events and activities including presentation evenings, school concerts, newsletter articles etc.
- Sitting on panels dealing with the staff restructuring, exclusions and complaints.

Future plans

The Governing Body has several plans for the academic year 2020-2021 including:

- Maintaining and improving standards in the face of an ever-changing educational landscape.
- Maintaining the ethos of school in the face of an ever-changing political landscape.
- Maintaining the financial stability of the school in the face of continuing financial cutbacks.
- Increasing the focus on home learning and co-curricular activities.
- Agreed remote working and web based meetings / teaching where possible.
- Contribute towards a strategy to protecting the School community during the Coronavirus pandemic.

Key Areas

The Governing Body addressed several key areas during the academic year 2019-2020. These included :

- The need to maintain and improve standards in the face of a challenging educational landscape.
- The need to maintain the ethos of school in the face of an ever-changing political landscape.
- The need to maintain the financial stability of the school in the face of continuing financial cutbacks.
- Support the school during the rise of the Coronavirus pandemic.



Individual Governors

The Governing Body consisted of 15 members in 2019-2020

Co-opted	Chair GB	Jim Orros	Educational Performance SEND Gov
Co-opted	Vice Chair GB	Beyzade Beyzade	Resources
Parent	Member	Lia Marinos	Resources
Parent	Member	James Lane	Educational Performance
Parent	Vice Chair EP	Zehra Gokturk	Educational Performance
Parent	Chair EP	Andrew Jennings	Educational Performance
Parent	Member	Subashini Mahesh	Resources Training and Development
Co-opted	Member	Koulla Nicolaou	Educational Performance Pupil Premium
Co-opted	Member	Assis Fernandes	Resources
Co-opted	Member	Sian McDermott	Educational Performance Safeguarding
Co-opted	Member	Talliya Charalambous	Educational Performance
Co-opted	Member	Ruzin Yalchin	Resources
Co-opted	Chair Resources	Paul Stimson	Resources
Staff	Headteacher	Jim Owen	All
Staff	Member	Nathaniel Graham	Educational Performance Resources

Contact Details

The Governing Body welcomes suggestions, feedback and ideas from parents/carers. Please contact the Chair of Governors c/o Winchmore School, Laburnum Grove, London N21 3HS.





Winchmore School

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