

HEAD ON



WE'RE TRAILBLAZERS; WE ENJOY FINDING CREATIVE SOLUTIONS. SO MUCH THAT MAKES PINNER HIGH SCHOOL SUCH A VIBRANT PLACE TO LEARN, TEACH AND GROW HAS TAKEN PLACE OVER THE LAST FEW MONTHS.

Resilience, dedication and empathy are all Pinner High School Values. What could be a better way of bringing these to life than the amazing colleagues who manufactured over 200 masks in our DT workshop for front line health workers? Or the members of staff who gathered up all our Science and DT goggles to deliver them to our local hospital, the first in the country to declare a 'critical incident' as Covid-19 cases surged. In difficult times, communities emerge stronger, and I am prouder than ever to work with the inspiring students and staff of Pinner High School.

Our students have been particularly remarkable over the last few months, adapting quickly to our new way of working. Podcast assemblies, virtual House Events and Google classroom are now part of the language of the school. And the school itself has changed shape whilst all this has been going on.

It turns out B&K, our building contractors, are problem solvers too; we're in the midst of a complex multi-phase £16 million refurbishment programme. Inevitably work slowed during lockdown, and the first phase will not be completed when we had expected. Yet by rescheduling the whole program and prioritising certain areas, whilst still maintaining strict social distancing, we will have enough additional teaching spaces to accommodate our new year group.

We've not just had a new year group to plan for over the last few months, we have enjoyed working with local schools too. With a rapid expansion even by our own standards we found ourselves four schools strong through the holidays, with students and staff from Nower Hill, Hatch End, and Cannon Lane based with us to ensure key workers could remain at work in their critical

roles during the peak of the virus. We were delighted Cannon Lane were able to stay on for half a term in this arrangement. We know we are all stronger together. The NHS rainbow mosaic the children of key workers from Pinner High and Cannon Lane made together during this time is a lasting tribute to the work of many of their parents, and this collaboration.

Fitting, then, that it is for collaboration that our Mandarin teachers were awarded a Certificate of Excellence in the 2020 Pearson Teaching Awards, for their innovation working with Cannon Lane and West Lodge Primary Schools. In our communities students from Year 5 upwards have access to high quality Mandarin teaching, and are really thriving with it. We successfully joined the prestigious Mandarin Excellence Programme this year, further enhancing our own provision. Our Headteacher's Challenge Clubs leaders were recognised in the 2017 awards, but this year we are proudly double winners, as Mr. Dhannie, our ASD Leader, received a Certificate of Excellence for his contribution to excellence in Special Educational Needs. Congratulations also to Mr. SurrIDGE, our Head of PE, recognised this year as a 'Harrow Hero' for his commitment to inclusive and inspiring sport. It's quite a staffroom!

So when I talk about the school motto 'Inspiring Learning' or the Pinner High School Values, I think you will agree they are everywhere you turn, at school, or at a distance. Trailblazers, you see.

Chris Woolf

Headteacher

"THE NHS RAINBOW MOSAIC THE CHILDREN OF KEY WORKERS FROM PINNER HIGH AND CANNON LANE MADE TOGETHER DURING THIS TIME IS A LASTING TRIBUTE TO THE WORK OF MANY OF THEIR PARENTS, AND THIS COLLABORATION."

CONTENTS

- 4 **BLACK LIVES MATTER**
- 5 **YEAR 4 IN NUMBERS**
- 6-7 **PINNER ART**
- 8-11 **PINNER ADVENTURES**
- 12 **NEW FOR 2020**
- 13 **UNIFORMLY GREEN IN NATURE**
- 14 **HIGH ABILITY PROGRAMME**
- 15 **OLD AND NEW**
- 16-17 **SIX!**
- 18 **SKIPS, SCAFFOLDING & SKYPE**
- 19 **PINNER HIGHLIGHTS**



4



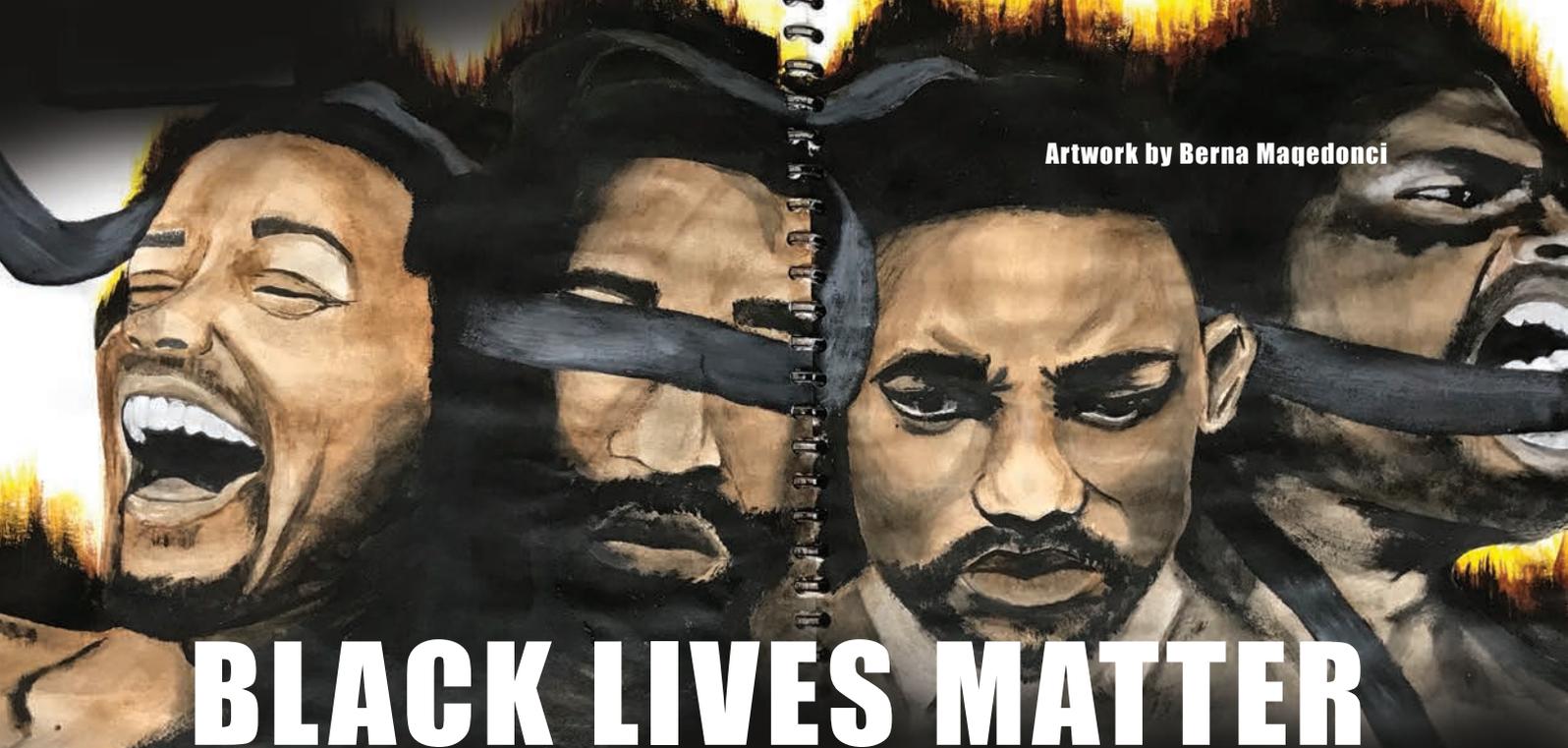
6-7

14



**HIGH ABILITY
PROGRAMME**

**15
OLD AND
NEW**



Artwork by Berna Maqedonci

BLACK LIVES MATTER

The death of George Floyd in the US has shocked people around the world. Head of History Vicky Bloss explains why it is important to her and how we have responded as a community, and how we want to make sure this leads to lasting change.

As teachers and leaders, we want to help build a world that is fair and equal. We are very aware of the events that have followed the death of George Floyd, and the subsequent Black Lives Matter protests in America and the rest of the world that tell us we need to do more. We know that if we were in school we would be having conversations with our students, listening to their concerns and needs and supporting them through challenging times. Doing this whilst the school is closed to the majority of students made this difficult task more complicated.

In order to respond to our students' views, we used the tools of Google Classroom to hear them, and share what we can do to better challenge racism and educate ourselves, and what more we can do to develop this further. Our students responded with different ideas. They told us they liked the units of Black History in the curriculum and that celebrating Black History month is important. However, we can do more in this regard; promoting diversity within the school through art work, assemblies and Deep Learning Days; raising awareness of injustices and learning how to stand up and challenge racism in school to prevent it happening in the future. Two students suggested we have a logo in every classroom to symbolise our strong stance against racism. We have the rainbow flag as a Stonewall Schools Champion celebrating our inclusivity, but we need an equivalent to highlight that Black Lives Matter. This has gone on to inspire our House Event design challenge so that students can choose to express themselves in a variety of ways. Additionally, one of our house captains suggested that 'there should be a club dedicated to this subject where anyone can go to learn and discuss their beliefs, also learning about black culture'. One of our Head's Challenge Clubs earlier this year was focused on Black History, and we need to publicise and expand the scope of this even more.

We understand that Black Lives Matter is not a new movement, nor is it one that is momentary but one that we will continue to champion as an anti-racist community. We celebrate diversity. Our Pinner High School Values are a cornerstone of our decision making and school improvement processes, and we will continue to develop how we reflect and respond.

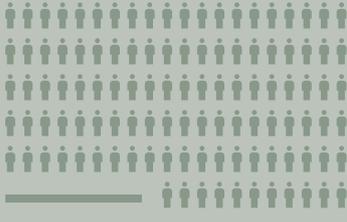
“My choice of images were of the different emotions that are held amongst people during the Black Lives Matter Movement. These are: Happiness, Loneliness, Sorrow and Anger. The string interlinks all these emotions for one cause.” BERNA MAQEDONCI YEAR 10

717 STUDENTS



676 DUKE OF EDINBURGH'S AWARD VOLUNTEER HOURS

111 STAFF



200

MASKS MADE BY DT AND ART TEACHERS FOR FRONT LINE MEDICAL STAFF



2000+

ITEMS OF PPE DONATED TO THE NHS

£475 AND **100** KG OF FOOD PARCELS COLLECTED FOR CHARITIES

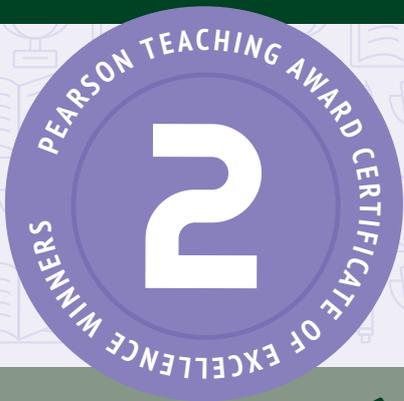
0.7 MILES LAST DISTANCE OFFERED FOR PLACES IN SEPTEMBER 2020



118

BOTTLES OF HAND SANITISER DELIVERED

1177 APPLICATIONS FOR 180 YEAR 7 PLACES



1 HARROW'S HERO

90

NEW CHROMEBOOKS ON ORDER

368

GOOGLE CLASSROOMS CREATED IN MARCH 2020

525

NEW BOOKS ORDERED FOR THE LIBRARY



1 NEW MINI BUS



PINNER HIGH SCHOOL

YEAR

4

PINNER ART

Students brought life to 'Inspiring Learning' through their art work this year. Whether in school or at a distance, students in all year groups were creative and expressive in such an impressive range of projects and media. Here is a selection of their work. Our Virtual House Events began with an art event inspired by David Hockney's work in lockdown, that 'they can't cancel the spring'. This message of optimism is visible in much of the work.



**SPRING
HOUSE
EVENT**

**YEAR
7**



Inspired by nature

**YEAR
8**

*View from a window
and surreal rooms*



**YEAR
9**

Identity



**YEAR
10**

My surroundings



PINNER HIGH SCHOOL ADVENTURES

Costa Rica World Challenge



Watching turtles lay eggs on Ostional beach at night seemed like a lifetime away from the assembly we had in a dusty hall in Pinner almost two years before. Costa Rica was an amazing experience, and I wanted to go from the moment the assembly finished.

I spent the next 18 months fundraising, working towards contributing to the overall cost. This included helping at school fairs and events, selling my prized Star Wars Lego kits that I'd been collecting for years and car washing to raise money. It gave me a sense of having earned it.

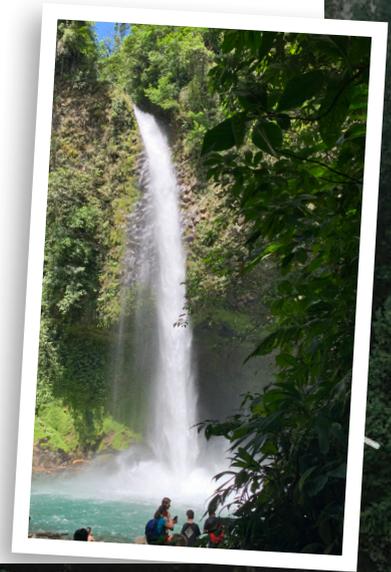
My highlights of the trip were being involved in the turtle conservation at Ostional beach. Watching the turtles lay eggs at night was a magical experience. Spending time on the deserted beach, playing in the unforgiving waves, which would sweep me off my feet, was great fun.

We also got the opportunity to go on the longest zip wires in South America at Monteverde. It was thrilling travelling through the canopy then suddenly it opened out into a huge valley with views for miles. It was one of the most beautiful experiences of my life, however I kept spinning around which added more adrenaline. On the night hikes we got to see fantastic wildlife including a tarantula and many frogs. My favourite animal was a viper. I heard a gasp from in front of me and I searched through the vegetation and there was a viper wrapped round a tree about 8 feet away from me! By day we saw howler monkeys, sloths and a crocodile which was quite intense.

Another part of the trip I really enjoyed was the trekking. This gave me a sense of adventure and that we were one with nature. We saw all sorts of wild creatures from butterflies to snakes.

I enjoyed the independence of planning the food shopping and travel, cooking, cleaning and working as a team to get things done. I felt how much we all grew from the experience. I know I will never forget it, even without the millions of photos I took!

Luke Farhall





I can't choose a favourite part of the trip, the whole thing was amazing and it was an experience I'll never forget. The biggest challenge I overcame was becoming more confident in myself. Confidence is something I have struggled with since I can remember, and the trip to Costa Rica helped so much.

We all took turns leading the group for something different everyday- like cooking, accommodation, activities which was really good to help us all get some experience in being a leader. The most interesting experience I had in Costa Rica was probably when we went to the waterfall. The waterfall was so pretty but it was freezing cold. We also went trekking and saw loads of insects and animals. We did one of the night treks in Monte Verde, and we saw snakes, tarantulas, clear frogs, sloths and many more. Also, by the beach in Ostional, we had the chance to go and see turtles. The turtles were amazing and the beach at night was so pretty. The sky was so clear and watching the turtles give birth was phenomenal. When we stayed in San Jose, we met some of the local people and learned about the culture.

The trip taught me that I'm capable of more than I thought and that activities which seem boring can be very fun- like raking the grass by the beach. There were so many crabs and dogs on the beach- many dogs followed us back to where we were staying and camping.

I think people should do World Challenge, as you get the opportunity to learn about the culture and experience things you don't get to experience everyday; a 1500m long zip wire, or waking up on the beach, or swimming in a waterfall. There's so many experiences that won't be forgotten. Amazing.

Rhea Shah

The Costa Rica world challenge trip was a life changing experience.

The biggest challenge I overcame was learning to do things for myself without relying on technology. The lack of technology and the language barrier forced myself and the rest of the group to become more reliant on ourselves. We had to cook for ourselves, buy the food ourselves, book a table if we were eating. This may not seem like much but it was challenge I found somewhat difficult to overcome but once I did it helped me significantly.

The most interesting experience I had was when we stayed at the beach and we met the people from the small town of Ostional. This was interesting because it helped me understand their culture and how they live. It taught me a lot, such as we don't need all our home comforts in order to be happy.

The most important lesson I learned is that I can trust myself to do what I need to. Before I wouldn't have given myself a chance to do well at speaking to a stranger in a foreign language but the trip taught me I can if I try.

Rocco Palma

PINNER HIGH SCHOOL ADVENTURES

British Museum

(Translation) Hello! We went to the British Museum this year during the Chinese New Year. We took the underground from Eastcote station to the city centre in London. Because our tour guide is very smart, therefore, we now know a lot of Chinese history. Although we learn English history in school; however, we learnt a lot of Chinese history this time. We saw lots of pretty Chinese porcelains from different Chinese dynasties. I think Chinese history is interesting because it is different from English culture. Do you like Chinese history?

Armaan Year 10

你好!我们今年中国新年去了英国的博物馆
参观。我们坐了地铁从Eastcote站到London
市中心。因为我们向导非常聪明,所以
我们现在知道很多中国历史。虽然我们
在学校学了英国历史,但是我们博物馆
学到了很多中国历史。我们看了很多
漂亮的Chinese porcelains from different Chinese
dynasties。我觉得中国历史很有趣,因为
跟英国历史很不一样。你喜欢中国历史吗?



Harry Potter Trip

Expecto Patronum! A visit to the Harry Potter Studios may not be the only reason to study GCSE 3D Design curriculum, but it is a very good one!

In our workshop we were introduced to props and set models which were used in the films - we were told that the general public would not be allowed to see these models as up close as we were (I thought this was really cool!)

We were shown how a set went from an initial concept in the script to an actual model used in the films. After the workshop finished we were then allowed to go off in small groups around the studio tour taking pictures for our coursework and getting inspiration for our future designs and models.

It was really exciting for me to see all of the sets, props, designs and costumes that were created for the movies. During the tour we saw some of the most famous sets which were used, like Professor Dumbledore's office, the potions classroom, the Hogwarts Express, and Gringotts bank.

The grand finale to the studio tour is the model room with the scaled model of Hogwarts. This is used for all the external shots in the movie, it is breathtaking to see and the room is often used as the location for many people to have marriage proposals - and we actually got to be a part of one on the day! We then finally headed into the gift shop ending our tour with lots of magical treats and goodies to take home.

Maya Year 10



Ski Trip 2020

At the foot of Mont Blanc, sheltered from the storms that were to come, a 50 strong group of staff and students spent February half term in the resort of Courmayeur in Northern Italy. Head of English Mr. Hobbs tells us how much fun they had.

In addition to top quality skiing and tuition on a range of slopes to test the best of skiers, students had the opportunity to sample a range of activities and experiences particular to the region. Highlights included the opportunity to: 'bottom board'; sample a traditional Italian pasta and pizza restaurant with 'unlimited' portions; try an authentic Italian gelato and ice skate in an ice rink used for local ice hockey matches.

With a packed programme – starting early each morning with a hearty breakfast to prepare for the day ahead – students from Pinner High School responded with gusto! Their exemplary behaviour in and around the hotel resort was commented upon by the staff and the enthusiasm they showed for 'getting stuck in' was fantastic. For many of the students, they were experiencing activities, food, cultural and language differences for the first time and met these challenges head on.

There are many highlights I could include here, indeed the entire week was memorable, whether it was marvelling at the breathtaking views afforded by a combination of the mountains and weather (favourable conditions meant something new to look at almost every day), or swapping stories of minor 'catastrophes' on the slopes. Perhaps what will stay with me longest however is standing at the top of the mountain with my colleagues and looking across at the various group of Pinner High students working resiliently to improve their skiing ability but also having a great deal of fun. 'Fun' was definitely the word of the week, our honorary Pinner High School Value, alongside the more official 'enthusiasm' and 'resilience'.

It was a pleasure to be part of a group that knows how to have a good time and present such a positive image of themselves and the school.



WW1 Battlefields Trip



New for 2020



Mandarin
Excellence
Programme

Mandarin has been a great success ever since Pinner High School opened in 2016. All students in Years 7 and 8 learn Mandarin, and large numbers have gone on to study it at GCSE level. Our first trip to Beijing took place a year ago, and our Mandarin teachers work at Cannon Lane and West Lodge Primary Schools every week to develop Mandarin skills with students from years 5 and 6. Earlier this year Headteacher Chris Woolf wrote in the Times Educational Supplement about the success of Mandarin at Pinner High School. This year we successfully applied to the Mandarin Excellence Programme, a prestigious programme run by the Institute of Education and the British Council with the aim of helping students achieve fluency in Mandarin within 5 years. Students on the programme have eight hours of Mandarin every week, half face to face and half self study, to accelerate their learning. When the students complete Year 8, they are eligible for a part funded trip to China.

Year 7 student Mariam Al-Atroschi gives us the inside story of how such a challenging programme is working. "You're probably familiar with the Mandarin Excellence Programme, but do you really know what really happens in the classroom? This article covers a few tips and tricks I have learned on this journey. For students considering joining the MEP next year, I want you to know what we do and if it is worth it.

The MEP is led by Mrs Hargreaves-March (H-M老师), and we all see her and each other for at least four

hours a week in the classroom. We get challenged with tests sometimes, and get rewards like golden tickets. I am willing to write a few sentences in Chinese on my favourite topic we have completed this year: 我有一只小猫。我的爱好是跑步。One of the things I have learnt is that Chinese is actually easier than English and both languages are quite different. What's interesting is that Mandarin has barely any grammar rules which makes it so easy to learn! In the classroom there are loads of physical activities where you go round the classroom and take notes or you flip cards, which I love doing.

Obviously, now things have changed, and we are Distance Learning, so how do we still do eight hours of Chinese a week? Well, Mrs Hargreaves-March has been very helpful and sets us work where everything is so well explained. Therefore, I am quite happy learning Mandarin at home and even if I did have an issue, I could always reach out to her via Google Classroom. When we are in class normally, there is always so much activity and energy where everyone participates.

I feel like one of the main things that's so welcoming about the MEP is our teacher, who always takes her own time just for us and creates resources that help us learn. So, I would like to finish this off by saying thank you to Mrs H-M for being so supportive and helping every single one of us, in class and at home. Hopefully, when we get there, our China trip will still be on!"

COMBINED CADET FORCE

In early 2019 Headteacher Chris Woolf was approached by John Lyon School about an exciting new collaboration. As this is one of the Pinner High School Values, Chris was keen to hear more. Pinner High School knows how to do things for the first time, and a year and a half later the Pinner High School and John Lyon Royal Engineers was born.

Mr. Stephanos Spyrou, Maths Teacher and CCF Coordinator, tells us more.

UNIFORMLY GREEN IN NATURE



At Pinner High School we are involved in the EcoSchools programme to inspire our students to develop greater awareness and an increased sense of responsibility for the natural environment, both on a community and global scale. Mrs Kabel, one of the fabulous team in our school office and Eco-Schools Coordinator, tells us more about it.

The programme is run by the charity Keep Britain Tidy and involves 19.5 million children across 67 countries, making it the largest educational programme on the planet.

Last year, students on the Eco-Schools committee carried out an Environmental Review of the school and developed an action plan focusing on three areas: Waste, Litter and Water. This led to increased recycling in school, weekly litter picks as part of Environment Club, and looking at ways we could increase awareness of the effects of plastic and other pollution on our rivers and oceans. Through these actions we were awarded our Bronze Eco-Schools Award.

The benefits to the students involved and the community as a whole are numerous. Students are able to develop their critical thinking, numeracy, time management, communication, planning, teamwork

and creative skills to name but a few, while also demonstrating PHS values such as collaboration, respect and responsibility. In fact, seeing the growth in confidence of some of our Year 7 students last year as they presented the Eco-Schools assembly to all year groups was really rewarding.

This year, members of the Student Government are working towards gaining our Silver Award. This next step involves the whole school community, and looks at how we can communicate the Eco-Schools message and what curriculum links we have to environmental issues. During the time the school has moved to online learning, the Eco-Schools message and activities have continued through Google Classroom. Over 200 students have signed up to this!

The aim is to have a Green Eco-Schools flag flying over Pinner High School by the end of next year and to continue with the programme into the future. This will involve activities related to topics such as biodiversity, energy, healthy living, transport and global citizenship. So not only is our uniform green, but the school is becoming greener and more sustainable, allowing our students to leave the school as environmentally friendly global citizens.

The Combined Cadet Force Programme, launched on Armed Forces Day in June 2012, aims to deliver cadet units in English state-funded schools. The main objective is to promote military ethos in schools, to instill values in young people and help them get the most out of their lives, by contributing to their communities and country.

The Pinner High School contingent launched in January 2020. A squad of 25 Pinner High School Royal Engineers (to be), proudly participate in a variety of exciting activities on a weekly basis. The whole project runs with the polite contribution and guidance of John Lyon School and our ambition is that this squad will be well established and represent one more aspect of Pinner High School's outstanding range of activities.

COVID-19 measures of social distancing did not allow us to continue our expedition and participate in the first Army Camp. Nevertheless, they did not prevent us from participating in online sessions through distance learning. Through our participation - either by physical presence or by using a variety of applications and methods provided by technology, our squad experiences a huge range of exciting military-themed activities in the Army Proficiency Certificate syllabus.

Skill at arms, map reading, use of compass, use of techniques in the field and first aid are some of the activities that our Cadets have experienced so far. These are activities which will help them achieve excellence and shape their own future.

EXCITING TIMES AHEAD!

HIGH ABILITY PROGRAMME

At Pinner High School we have some very able young people. Shreena Amrania, who teaches Science and also coordinates the support we provide for teachers at the start of their careers, tells us more.

I am pleased to share the news that we are now members of the National Association for Able Children in Education (NACE). Over the last year I have had the privilege to work with NACE to create a bespoke High Ability Programme for Pinner High students. We believe it is important to recognise and cater suitably for our More Able students both in the classroom and in extra-curricular activities.

The High Ability Programme is a specialist programme where students are supported to reach new standards. In addition to having opportunities to stretch and challenge themselves in lessons, students on the programme are offered the chance to take part in a range of activities focused on developing their skills. Some of these include trips, competitions, clubs, collaborating with other schools and careers advice.

Earlier this year, we launched Lecture Club aimed at Key Stage 4 students. Teachers were invited to give a lecture on an area of their expertise, bringing to the classroom some of their own research. Students were able to delve deeper and beyond the curriculum looking at some current and contested topics like Brexit and the Economies of Famine, to the Anatomy of the Human Heart and Utilitarianism. It was inspiring to see our students engage so ably with discussions and seminars.

Year 9s have also been busy with a new initiative with St. John's College, Oxford. The Inspire Programme aims to give students the opportunity to explore academic subjects and to gain the confidence and tools to apply to competitive universities. Every fortnight students were introduced to a new topic and were able to use a variety of resources to help them learn. One of their favourite topics was about the genetics of bitter taste. Students were able to learn why only some could taste the bitter compound, PTC, found in cabbage and broccoli. It turns out, it's all to do with your genes! The group were even able to put PTC chemical paper on their tongue to see if they had the gene or not.

We have more exciting initiatives for the future, including the Year 8 intercollegiate competition and more trips like the L'Oreal visit we enjoyed last year. And most important of all, the everyday experiences in the classroom. That is what Inspire is all about, whether at St. John's College or Inspiring Learning at Pinner High School.

THE HIGH ABILITY PROGRAMME IS A SPECIALIST PROGRAMME WHERE STUDENTS ARE SUPPORTED TO REACH NEW STANDARDS.



“ On interview day I remember feeling as nervous as I did on my first day at school in 1982 ”

VICTORIA

Old and new

Victoria Fairweather, former student at Heathfield School, and now PA to the Headteacher at Pinner High School, reflects on Beaulieu Drive, past, present and future.

In 1900, Heathfield School was born in a cramped house in Harrow. Five Headmistresses and eighty two years later, the school moved to a nine acre site on Beaulieu Drive, Pinner. It was in this year that I joined as an eleven year old, thoroughly enjoying the years I spent there. I felt terribly sad when the time came to leave. Little did I know that thirty four years later I would return – as PA to the Head of Pinner High School! After Heathfield’s arrival at Beaulieu Drive the school continued to change at pace; the merger with the Girls’ Day School Trust, a major refurbishment, an increase in pupil numbers (to the grand figure of 600) and finally, in 2014, the merger with another local girls school and the sale of the property. I was keen to speak with the first Head of Pinner High and find out what the future held for the new school in these old buildings.

As a student, the less time spent in the Head’s Office the better, so being invited to interview not only in my old school building but in the dreaded Head’s Office was strange to say the least! Alumnae was not what it is today and although I still have my Heathfield school friends, I had not returned to the school since I left. On interview day I remember feeling as nervous as I did on my first day at school in 1982. The walk up the grand driveway and the tour of the school really was a trip down memory lane; the Main Hall and Balcony, the Sports Hall and the huge fields where I played lacrosse, were all the same. However, on entering the Head’s Office, I am pleased to say I did not recall the inside of that room! With obviously super students, fun and friendly staff, and a forward thinking Head, needless to say, I was delighted to accept the position! What was once only lacrosse, tennis and netball is now football (not only for boys!), cricket, basketball, rugby, athletics, rounders and table tennis. What was only French is now Spanish and Mandarin; what was only one trip to Europe, is now many trips to faraway places. I’ve already seen the students off to Beijing, Costa Rica and Belgium in the last school year.

In September 2020 we’ll have 900 students, another huge building refurbishment is already in progress, which will cover all aspects of the site. It is both unrecognisable from the school I experienced 34 years ago, and an old familiar friend. All this, of course, combined with an outstanding Ofsted in all categories. So, when asked what 3 words I would describe Pinner High School, it wasn’t easy; caring, innovative and fun, or inspiring, passionate and educational, or welcoming, positive and open-minded – why choose just 3?

In 1929 it was recorded that the ethos of Heathfield was to ‘provide girls with a caring environment in which they excel in whatever field their talents lie; academic, artistic, musical or sporting’. I felt this ethos when I attended in the 80’s and now, in 2020, working at Pinner High School, I know it continues on and on.



Heathfield School for Girls was on our site from 1982-2014 before merging with Northwood College

Then



Now



SIX!

Starting something new on certified 'Outstanding' foundations seems just too good to be true. Founding Head of Sixth Form Chris Stump tells us a little about himself, and how he came through a field of 56 very well qualified candidates to be offered the post.

“Why Head of Sixth Form at Pinner High School? Why now?”

This was the first question that kicked off my interview for the role of Head of Sixth Form at Pinner High School. I won't lie, I had prepared a response to this kind of question. Upon reflection, it was not too difficult for me to answer because I truly feel as though I have been preparing for this role since I began my career as a teacher. I've been incredibly lucky to work at a range of outstanding schools, and each one has been instrumental in shaping both me as a person and as an educator. At Park High School I learnt how to employ creativity in order to teach and engage students of all abilities and enable them to succeed academically across a range of subjects. In 2012, I helped set-up the very successful Sixth Form at the Jewish Community Secondary School and supported the very first cohort in achieving grades and university places that they could be proud of.

My experiences there gave me the confidence I needed to apply for my first role as an Assistant Headteacher at The ABC International School in Ho Chi Minh City, Vietnam. There I deepened my knowledge of the university application process on a global scale and led Sixth Form students to the best A Level results in the school's history. I've honed my understanding of what students need to do in order to stand out from the crowd when applying to competitive universities. Indeed, part of my desire to move back to London to undertake this role is that it enables me to share all I have learnt with the students of Pinner High School; I simply cannot wait to get started.

‘Comparison is the thief of joy’

This was the theme of my very first assembly with the Trailblazers back in December 2019. I've always loved the spirit of the message, as I think that it is incredibly important for students to prioritise their own enjoyment, academic progress and personal fulfillment rather than constantly comparing themselves to others. Crucially, one of the things that first attracted me to Pinner High is the fact that it is a school that proudly does things differently, led by enthusiastic teachers who are all contributing towards a vision.

My primary aim is to establish a Sixth Form programme that cannot be compared to others. In order to ensure this, all students need to be excited by what's on offer and see the value in it. To that end, in addition to refining my own existing plans, Pinner High students are asked to collaborate with me on which subjects, extra-curricular and super-curricular activities they would like to see offered. I want them to work alongside me in determining how we will celebrate achievement and how we will give back to the wider community. In addition to offering an extensive range of A Level subjects, we'll be giving students the chance to build their leadership skills and stretch themselves intellectually by undertaking a range of bespoke courses and work experience opportunities that will support their future study plans and career aspirations, be they medical, legal, artistic or even political. We will take full advantage of being based in the nation's capital and all that the city has to offer.

'Inspiring learning, inspiring passion, inspiring ambition'

These are the words that will guide the Pinner High School Sixth Form and its ethos. It's a motto that builds upon the outstanding success of the school and reflects what young adults need. Outstanding learning and opportunities that inspire passion will inevitably fire ambition. I look forward to seeing our students continue on their journeys to their first choice universities and careers.

TEACHER INTRODUCTION



NAME:

MR. CHRIS STUMP

POSITION

**FOUNDING HEAD OF
SIXTH FORM**

After graduating from The University of Nottingham with a BA (Hons) in Social and Cultural Studies, a gap year abroad confirmed that Chris wanted to dedicate his career to teaching. A PGCE in Secondary Religious Education at Sheffield Hallam University was followed by a role as Teacher of Sociology and Psychology at Eckington School in Sheffield before Chris moved to London to work at Park High School in Stanmore.

After three years of leading Sociology and teaching Psychology and Philosophy and Ethics, the opportunity to work in a new school and help set-up a brand new Sixth Form proved irresistible: Chris moved to JCoSS in Barnet as Head of Sociology and undertook the role of Year Learning Coordinator for the inaugural cohort of Sixth Form students. In his 5 years at JCoSS, Chris also led teaching and learning initiatives as an SSAT accredited Lead Practitioner and held sessions for parents on how to support their child's revision at home. In 2016, the Sociology department was recognised as eighth in country (second in London) in terms of value-added at A Level.

Presently based in Vietnam, Chris has been Assistant Headteacher at The ABC International School in Ho Chi Minh City since 2017. As part of this role, Chris oversees the academic and personal progress of all Sixth Form students and has supported them in gaining entry to some of the world's most prestigious universities. He is excited to share his experience and expertise with Pinner High School students and cannot wait to assist them in seeing their ambitions realised, whatever they may be.

In his spare time Chris loves to travel (for food), to walk (to restaurants) and to read (cookery books).



SKIPS, SCAFFOLDING... and Skype



Director of Operations Hilary Ford talks us through our complex refurbishment programme.

Our three-phase 18-month multi-million-pound refurbishment programme is designed to deliver the spaces we need and will enjoy as our school continues to grow.

It will give us additional spaces for our fifth cohort of Year 7s who join us in September, and our sixth form the following year. It will give us a suite of new science labs, a host of freshly designed IT, art, music and drama rooms, as well as corridors of refurbished general teaching classrooms which will be grouped in faculties. Our Sixth Form Centre will be pepped-up and we will have new kitchens, a remodelled dining room, and multiple serving outlets for school lunches. There will be new outdoor sports and recreation facilities, a new medical room and our central Reception area will be redesigned and renovated. Our lovely main hall will be rejuvenated and we will reclaim School Cottage – a dilapidated house hitherto shrouded in tall trees, which you may never even have noticed before. This will become a Facilities and Meetings hub. We are installing new gas, electricity, water and heating infrastructure throughout the buildings and a new IT server room will feed hubs, Wi-Fi and cabling to take us into the future. The Hub, our ASD provision, will be revamped, we will have new student bathrooms, renovated staffrooms and offices....

It will be a wonderful school environment, long anticipated, so when finally the contractors' hoardings went up and the works began at the start of February, we could not have been more thrilled.

Then came lockdown and we accepted that it might simply grind to a halt?

It turns out our refurbishment contractors, Bowmer & Kirkland, share many of our Pinner High School values. Showing the determination, perseverance and adaptability we have all been looking for in ourselves, things have certainly not come to the standstill we feared.

Of course, there has to be some degree of delay to the 18-month programme. There is strict social distancing in place at the construction site, affecting the type of work that can be done and the number of people who can be deployed to do it. Many of the engineers, surveyors and architects who make up the team have been working remotely – and it is difficult (though it turns out not impossible) for multiple people to collaborate over desk-sized schematic drawings and architectural plans over Skype and Zoom. And the supply of building materials has been febrile and will likely continue that way in the months ahead.

B&K have worked closely with us to re-sequence the programme of works to ensure we have the additional space we need to welcome our new Year 7s in September and to bring forward aspects of the works when other aspects of the project have had to be delayed. We have picked staircase colours, finalised paint and carpet palettes, settled kitchen designs, chosen lab fittings and determined toilet layouts. We have donned hard hats, other times enjoyed 3D virtual tours and we have paced-out new playgrounds and sports courts, drainage runs and office spaces, both physically and on post-it notes from afar. I take my (hard) hat off to Bowmer & Kirkland for their continuing commitment and support in challenging times.

PINNER HIGHLIGHTS

Duke of Edinburgh's awards

During the first parental engagement meetings about Pinner High School, back in the midst of time before any staff had been appointed and any students had thought of applying, offering the Duke of Edinburgh's Award featured in the meeting feedback notes. Now, over 100 students are involved in the Bronze and Silver award, and over 676 volunteer hours have contributed to our local community. Year 10 student Andrew Hunte writes about his experiences so far.

Sixteen kilometres on two consecutive days looked almost impossible. My friends and I work well together, but the Duke of Edinburgh brought us together as a team. We learned more about one another than ever before and I believe our team resulted in our individual success, our ability to work together propelled us ahead of our peers. I learnt skills which will benefit me throughout my life.

An example is being able to use a compass effectively and correctly and being able to navigate around a large area. Another skill I learnt was self-discipline. We had to complete not just the expedition but physical and voluntary work over many months, which requires a strict schedule completing your work and exercise weekly without fail. The motivation of wanting to complete the award boosted my self-discipline and increased my work ethic.

Sixth Forms love to see applicants with the Duke of Edinburgh award due to how much willpower and dedication that needs to be put into it. People depend on you in all areas, from turning up on time for your volunteering shift, to the importance of team work on your expedition. You are gaining valuable life skills. And it is also fun! It is a real highlight of my year.



PINNER HIGHLIGHTS

Olympic stadium relays

The Queen Elizabeth Stadium in London has witnessed some amazing scenes over the years. The Olympic Games of 2012 are probably top of the list for many, but there was a time last summer when Pinner High School was top of the leader board at the stadium, during the London Boroughs Connect relays. The boys team qualified as the fastest team in heats, and finished the finals as Bronze medallists. Headteacher Chris Woolf accompanied the team through the tunnel and into the stadium to prepare for the race.

'I love everything about the Olympics, and have been hugely lucky to attend events in person at the Beijing and London Games. The London Boroughs Connect events are the warm up events for the Anniversary Games, and having qualified for the finals, the boys team came through the tunnel from the warm up area into an almost full stadium. Nothing can quite prepare you for how that sounds and feels! The actual event took a matter of minutes, but the day will live long in the memory. I was proud of the team just for taking part, and to finish with such success was even more exciting.'

"I don't think the Pinner High School Values had felt so alive before this."



HOUSE EVENT

EXTREME READING



Fed up with always missing deliveries?

iParcelBox is the smart, secure and weatherproof parcel delivery solution you monitor and control from your smartphone.

✓ Simple 📱 Smart 🔒 Secure

Visit www.iParcelBox.com for details and to order

RUNNER UP 2019

