



Stronger Together

“As you walk into Heron Hall Academy, you get a feeling of pride, of being somewhere everyone matters, where no one is left behind and where every single student can reach their full potential. The magnificent building and facilities, added to the attitude and high aspirations of our staff, inspires our children to work hard and stretch themselves.”

Arthur Barzey, Headteacher

Our vision for our students

At Heron Hall Academy, our aim is to provide every student with an enriching and inspiring educational experience, where they can thrive academically and socially, both while they are with us and in the future.

The world is changing. We live in a more global, technologically-driven world where anything is possible with the right preparation and attitude. That means providing a curriculum and learning experience that reflects the highest academic standards and inspires and enthuses pupils through its creativity and openness to the world around us.

At the same time, we are all also members of our communities, places where we find friendship, support and common endeavour.

As a school, we foster a culture that respects diversity and recognises that we are stronger together than we are apart.

In pursuing this vision, trustees, staff and governors will model it every day, knowing that each one of us plays a part in making it a reality for every child and young person.

Our pledges to students are:

- A curriculum and educational outcomes that reflect the highest academic standards;
- A curriculum and learning experience that is open to the wider world and encourages creativity - reflecting the changing nature of the world of work and the evolving opportunities brought about by technology and globalisation;
- A school that is at the heart of the community, providing young people with a sense of place and an environment for making lasting friendships built on care, respect and trust;
- A school that is full of role models - teachers and governors who care deeply and are inspirational in equal measure;
- A school environment that is inspirational, accessible and respectful for all.

Our shared values:

At Heron Hall, we have 6 key values that we feel all students should leave us with. Our STRIVE values run through all areas of our curriculum and are regularly discussed in assemblies, form time, lessons and curriculum days.

The 6
values of
Heron
Hall ►

SUPPORTIVE

TOLERANT

RESILIENT

INTEGRITY

VISIONARY

EXCELLENCE

Welcome to our school

We aim to be an outstanding school recognised for its excellent academic standards and producing students who can be successful in any social sphere.

We are part of the family of 5 schools managed by CHAT Academies, a charitable Trust set up to provide children in Edmonton with the best possible education.

GCSE results

Progress has remained good and students achieved an overall estimated progress 8 score of +0.92. Students in Maths and English made outstanding progress and made +1.1 progress in Maths and +0.8 progress in English. Pupils also made above expected progress in subjects including Biology, Chemistry, Physics, Combined Science, History, RE and Resistant Material.

More than 50% of students achieved a grade 5+ in both English and Maths and approximately 60% of students achieved a good pass in both English and Maths. Heron Hall celebrated its third set of successful GCSE results this summer.

- **Attainment 8 = 4.8**
- **5+ GCSE's at Grade 5+ including English and Maths = 52%**
- **English at Grade 5+ = 63%**
- **Maths at Grade 5+ = 58%**
- **Two Sciences at Grade 5+ = 51%**





High expectations

At Heron Hall Academy, we have strong values and as a result, we have high aspirations, high expectations and high standards for all of our staff and students to ensure that our school is a happy, friendly and safe place to study.

As you walk into Heron Hall Academy, you get a feeling of pride, of being somewhere everyone matters, where no one is left behind and where every single student can reach their full potential. The magnificent building and facilities, added to the attitude and high aspirations of our staff, inspires our students to work hard and stretch themselves.

It takes 20,000 hours to create a high performance athlete. Our intention is to create a high performing young individual with a great education and great personal confidence.

We want Heron Hall to be the first choice academy for Year 6 pupils. This year we had a record number of applications for places. As we grow over the next few years we are developing and keeping under ongoing review a curriculum to ensure our students succeed. We offer a broad range of extra-curricular activities, that will ensure all of our students, whatever their individual starting points, become well rounded individuals with the skills, qualities and qualifications that allow them to fulfil their ambitions whether that may be College, University or an Apprenticeship.

I have worked and lived in North London for many years. That commitment to the community is at the heart of my leadership and the work of the school.

Arthur Barzey, Headteacher



What Ofsted say about us

The leadership team has maintained the good quality of education in the school since the last inspection.

- The headteacher has re-established and strengthened a culture of high expectations.
- The leadership team has ensured that all safeguarding arrangements are fit for purpose.
- Inspectors observed teaching that was typically strong in English and Maths.
- Leaders have implemented systems that allow more rigorous tracking of pupils' progress.
- Pupils and staff appreciate the stability and sense of direction in the school.
- The school is growing year on year, the school is now oversubscribed.
- Leaders have a strong understanding of the areas needing improvement and this has led to a number of initiatives.
- The school's new teaching and learning policy has introduced a greater level of challenge and support for all pupils in their lessons.
- Newly introduced strategies are now evident in much of the teaching, with some skilful use of questioning to extend and deepen the understanding of the ablest pupils.

High-quality Leadership

The most important influence on the success of a school, after the quality of teaching and learning, is leadership. Securing high-quality teaching and learning depends on excellent leaders.

All our leadership team have a strong track record and a deep passion for providing all students with an enriching and inspiring education. They also have a deep commitment to our communities in North London, with many having lived and worked here for many years.



Outstanding teaching

Outstanding lessons lead to outstanding behaviour. Our aim is to deliver outstanding lessons all the time. Teachers create set routines within lessons and have high expectations for the students in our care.

At Heron Hall Academy, we pride ourselves in developing outstanding teaching and support staff to ensure the best possible academic and pastoral support for your child. We provide training for staff throughout the year based on national trends and feedback from students and parents.

Ensuring pupils are ready to learn

To be able to learn and seize the opportunities that education brings, students must feel safe, secure and able to overcome any worries and anxieties they may have. Some of our children live challenging lives, and it is important that we help them in managing the pressures and uncertainties so that they too may flourish.

One of the defining features of our school is our commitment to high quality safeguarding and mental health services.

A love of literacy

At Heron Hall Academy, we believe that there should be a culture of passionate literacy around the academy; that we should seek to improve the standard and accuracy of writing of students; we should ensure all students are focussing on literacy across lessons and that Accelerated Reader is used effectively to help progress students' reading ages. We are very proud to be one of the few schools to employ a full-time, dedicated librarian. To engage a love of literacy, the following strategies are in place:

- All class rooms have a 'Literacy Wall' display
- Word of the Week takes place each Monday
- Year 7 and 8 students take part in the Lexia programme





The library

Our bright, spacious and busy school library offers a positive, safe, inspiring and vibrant learning space. It encourages all students to develop a lifelong love of reading for pleasure and promotes information literacy and research skills.

The library, which is managed by a full-time, dedicated librarian is open to all students before, during and after the school day for library lessons, independent study and group work. The students also benefit from the IT resources with a bank of 30 touch-screen desktop computers and laptops for flexible working.

We offer a wide range of titles for all students to support all abilities and interests in both fiction and non-fiction. In 2018 we purchased 1000 new resources to add to our library catalogue, and will do so again in 2019.

This enables students to access a range of titles that encourages curiosity and extends their love of reading. We also offer a range of non-fiction texts for students enhancing their subject knowledge of all curriculum areas and useful information suitable for the whole school community.

In library lessons for years 7 and 8 we carry out a range of activities to support literacy skills and as a whole school we monitor students' reading progress and activity using Accelerated Reader.

The library also offers a growing careers library which provides students with a range of information and prospectuses for their post-16 options.

We are very proud of our library and our school community's enthusiasm towards it.



Safeguarding

Safeguarding is the responsibility of every member of staff. We believe that safeguarding our pupils is about prevention – and this means knowing our students and their families well, building a culture of trust – where people can talk, and always being on the lookout for concerning signs. We are stronger together when it comes to safeguarding our children.

Community Outreach

Our community outreach work, is critical to supporting our families

We work with a range of partners enabling you to network with other parents and take part in a range of workshops to suit your needs. Many of our programmes are accredited and provided in partnership with organisations offering courses such as returning to work, preparing for job interviews and help with parenting teenage children.

Our partnership with Save the Children is nationally recognised as one of the best in the UK.

Mental health support

This is also an important element of our work. We strive to know our children well and to be able to spot signs that they are struggling or anxious. Our school benefits from the time and expertise of professional counsellors. This means that our teachers and support staff are able to signpost any student that needs it to a person who can help them. We are proud of our partnership with 'Place To Be', the national charity dedicated to supporting schools to improve mental health provision.

Additional support is provided by trust-wide staff who lead on medical and health issues facing our students, and an Education Welfare Officer, who supports schools improving absence and overcoming lateness.

Homework

Homework is vital for academic success. Specifically, homework:

- **raises attainment;**
- **adds a substantial amount of study time to a pupil's education;**
- **offers opportunities for work which is independent of the teacher;**
- **can exploit materials and sources of information which are not accessible in the classroom;**
- **allows pupils to complete work started in the school;**
- **allows pupils to practice skills learnt in the classroom;**
- **checks pupils have understood classwork;**
- **permits the setting of tasks in accordance with the ability of the pupil;**
- **strengthens the home-school links and parental involvement by increasing their understanding of what their children are learning in school;**
- **set on a regular basis, encourages good study habits and ensures that work becomes part of the culture.**

Curriculum

We want the educational experience of all our pupils to be one that raises aspirations and self-belief, and enthuses children to become life-long learners.

The world is changing and we know that literacy and numeracy, whilst being an essential bedrock of education and learning, and the right of every child, are only the beginning. Children and young people are moving into a world where creativity, innovation and the STEM subjects generally are going to be at a premium. Indeed, Price Waterhouse Coopers recently found that, in preparing for tomorrow's workforce, schools should be "focusing more on STEM subjects (science, technology, engineering and mathematics), but also exploring how art and design can feature at the heart of innovation (as is being pioneered by the 'STEAM' movement, where 'A' represents 'Art and design')."



Curriculum

KEY STAGE 3 (YEARS 7-8)

We follow the National Curriculum and study:

English

Mathematics

Science

Technology

Information Communications Technology

French or Spanish

Humanities (Geography, History)

Art

Music

Drama

Physical Education

Personal, Social, Health and Economic Education

Religious Education

KEY STAGE 4 (YEARS 9, 10 & 11)

Students undertake studies to prepare them for their GCSEs. We also prepare students for alternative accreditation. Whatever their path our students follow a core curriculum including:

Mathematics

Science (Triple or Combined)

Physical Education

Personal, Social, Health and Economic Education

Religious Education

OPTIONS

Students can choose from a range of additional GCSEs and vocational qualifications. Option choices include History, Geography, Spanish, French, Resistant Materials, Food Technology, PE, Music, Art, Drama, Citizenship, Statistics, Further Maths, Business Studies and Sociology.

Work experience placements are provided for all students to help prepare them for life after school and to give them an idea of the type of careers and work that they might undertake in the future.

KEY STAGE 5 (YEARS 12&13)

We currently do not have a Sixth form provision but plans are on the way to us opening one in 2024.

Extra-curricular activities

Being able to offer students a wide range of diverse of extra-curricular activities is very important as it encourages them to become independent, confident, and well-rounded individuals. Students can participate in creative activities as well as sport, dance, photography, computing, languages and drama.

The school provides opportunities for students to learn outside of the classroom and runs several educational visits throughout the year. Trips to date include visits to top Universities, the Globe Theatre, West End Shows, Geneva, Disneyland Paris and many more.

We have outstanding sporting activities, which also run as clubs at the end of the school day, encouraging physical activity, having fun and competition. We recently invested in a £500,000 4G Astroturf and pupils thoroughly enjoy having facilities which are second to none in the borough.

Partnership working

Our most important partners are parents. It is parents who have the greatest influence on children and young people's lives. We know how important it is that they have access to the support, advice and school relationships they need to ensure their child thrives.

The association between parental engagement and a student's academic success is well established. When parents are involved in their children's education, children do better on a range of measures.

We work in close partnership with the University of Warwick University, one of the top ranked universities in the World. We have a teacher training programme with them and benefit from a senior Professor of the university sitting on our Board of Trustees.

Students will get the opportunity to visit colleges and universities in their final two years and we organise a very active careers programme with visits to the school from top employers nationally and locally, across many different industries, allowing our students from Year 8 to begin to think about their futures.





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