



NOWER HILL HIGH SCHOOL

INFORMATION FOR PARENTS & ANNUAL DATA 2008 – 2009

'Nower Hill provides an outstanding supportive environment for students to consolidate their academic progress and develop their personal well-being.'

(Ofsted May 2007)



NOWER HILL HIGH SCHOOL



'Nower Hill provides a cohesive community where students from culturally diverse backgrounds learn well together.'

'Teachers have a high level of subject expertise. Lessons are well organised, carefully structured with good use of learning resources.'

'Students are highly motivated and keen to do well.'

'Students' personal development and well being are outstanding.'

'Students' spiritual, moral, social and cultural developments are outstanding.'

'Students' behaviour is good to exemplary.'

'Students have outstanding social skills.'

'The quality of pastoral care is outstanding.'

'Students make an excellent transition from primary to secondary school.'

'There is a brilliant range of extra-curricular activities.'

(Ofsted May 2007)

NOWER HILL HIGH SCHOOL

OUR VISION

A co-educational, multi-cultural centre of all round educational excellence for the community

OUR AIMS

Nurturing and developing potential to the full	Developing compassionate, thinking and concerned	All round achievement and success	Enabling fulfilment In life after school	Providing a foundation for lifelong learning
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OBJECTIVES

A happy, caring and well disciplined school	High quality learning environment	Relevant and meaningful curriculum	Thriving outside hours activities	Partnership with home	Partnership with the community	High expectations	High standards	High quality teaching and learning	High quality staff	Strong/ collaborative leadership and management	High quality professional development for staff	Systemic and systematic monitoring, review and evaluation	Celebration of achievement and success	Sustained improvement
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VALUES

<u>Can Do</u>	<u>Celebration</u>	<u>Collaboration</u>	<u>Support</u>	<u>Equality Of Opportunity</u>	<u>Challenge</u>	<u>Respect</u>	<u>Integrity</u>	<u>Trust</u>
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Procedures for Admission to Nower Hill High School

Applications for places at N.H.H.S., are made to The London Borough of Harrow (LBH), Civic Centre, who allocate places to all the Harrow High Schools. Nower Hill has places for a year group of 300 pupils in Yrs. 8 – 11. Places at Nower Hill are oversubscribed, with a waiting list system operated by LBH.

Visits to the school for prospective parents are welcomed at all times in the school year, in addition to an annual Open Day. For 2008/09 this date is scheduled for Tuesday 7th October 2008. To arrange a visit other than on Open Day please telephone the school office.

Special Educational Needs Policy

In line with the 1981 Education Act and more recently the Disability Discrimination Act (2002), 'Every Child Matters' (2005), Nower Hill High School is committed to supporting all pupils in their learning within a mainstream school environment. The governing body will have regard for the 1994 Code of Practice on the identification and assessment of Special Educational Needs within the constraints of the resources of the school. As a school we fully endorse those principles of the Harrow Education Service Learning Support Policy along with those particular to the school's own mission statement.

Religious Education

The Religious Education Department offers a curriculum that follows the statutory requirements of the Harrow Agreed Syllabus. At Key Stage 3 in years 8 & 9 pupils study RE for one lesson per week. Throughout Key Stage 4 pupils continue to study RE for one period a week, and are entered for a GCSE short course. The aims of RE are to provide opportunities for pupils to learn from and learn about religious and moral issues. Our aim is to challenge pupils to think about and develop their views on spiritual and moral concerns both in society and their own lives.

Nower Hill runs a programme of Year group assemblies and one-minute silent reflection within form time. Parents do have an entitlement to remove their pupils from RE lessons and daily acts of worship, which take place during assemblies. If parents wish to withdraw their child they should write a letter of explanation to their child's RE teacher. The pupil will use this curriculum time for reflection and individual study in the library, or the pupil could undertake a study of faith set out by parents.

How well do our pupils achieve?

'Attendance is very good' (Ofsted May 2007)

Attendance at Nower Hill is high and year on year extends the target set by the London Borough of Harrow.

Current DfEE regulations require that we make the totalling figures available to parents.

Total number of compulsory school age on roll for at least one session:-
1,480 (including 6th Form)

Percentage of pupil sessions (half days) missed through authorised absence:-
3.58%

Percentage of pupil sessions (half days) missed through unauthorised absence:-
0.28%

Excellent Examination Results

GCSE 2008

77% of the total year group (as it was in January) achieved 5 or more grades in the range A* to C.

29% of all entries resulted in grades A or A*

96.4% of the total year group achieved 5 or more grades in the range A* to G.

100% of the total year group achieved 1 or more grades in the range A* to G.

80.5% of all entries gained grades of A* to C.

6th Form

A2 41.3% of all entries at grades A/B

AS 42% of all entries at grades A/B

KEY STAGE 3 RESULTS 2008

NOWER HILL HIGH SCHOOL RESULTS

These tables show the percentage of pupils at the end of Key Stage 3 achieving each level in 2008.
The number of pupils at the end of Key Stage 3 is 302.

Figures may not total 100 percent because of rounding.

TEACHER ASSESSMENT												
	Percentage at each level										Pupils disapplied	Pupils absent
	W	1	2	3	4	5	6	7	8	EP		
English	0	0	0	3	10	38	35	13	0	0	0	0
Mathematics	0	0	0	2	7	9	30	31	20	0	0	0
Science	0	0	0	4	11	24	29	31	0	0	0	0

TEST RESULTS									
	Percentage at each level							Pupils not entered [#]	Pupils absent
	Below level 3/4*	3	4	5	6	7	8		
English	7		5	36	32	17		0	1
Reading	8		7	29	32	23		0	0
Writing	7		6	40	29	16		0	1
Mathematics	1	4	6	12	25	34	18	0	1
Science	1	3	10	25	38	21		0	1

TEACHER ASSESSMENT												
	Percentage at each level										Pupils disapplied	Pupils absent
	W	1	2	3	4	5	6	7	8	EP		
Modern foreign languages	0	1	2	9	31	23	25	0	0	0	11	0
Design and technology	0	0	0	0	7	44	42	5	0	0	0	0
Geography	0	0	1	7	10	31	34	16	2	0	0	0
History	0	0	0	7	19	37	24	11	0	0	0	0
ICT ⁺	0	0	0	0	10	30	44	14	1	0	0	0
Art and Design	0	0	0	2	11	29	48	10	1	0	0	0
Music	0	0	0	2	14	41	34	8	0	0	0	0
Physical education	0	0	0	0	3	62	30	3	0	0	1	0

W represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

EP represents exceptional performance.

+ Information and communication technology.

* represents pupils who were not entered for the tests because they were working below level 3 in mathematics or science or below level 4 in English; pupils awarded a compensatory level from the tests (level 3 English; level 2 mathematics/science); and pupils entered for but not achieving a level from the tests.

pupils working at the levels of the tests, but unable to access them, formally referred to as disapplied.

KEY STAGE 3 RESULTS 2008

COMPARATIVE REPORT

BETWEEN NOWER HILL HIGH SCHOOL RESULTS AND NATIONAL RESULTS

These tables show a summary of the National Curriculum results of pupils in the school (2008) and nationally (2007) at the end of Key Stage 3, as a percentage of those eligible for assessment.

The number of eligible children is: 302

Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT 2008 and NATIONAL 2007													
		Percentage at each level											
		W	1	2	3	4	5	6	7	8	EP	D	A
English	School	0	0	0	3	10	38	35	13	0	0	0	0
	National	0	0	1	5	18	38	27	9	0	0	0	0
Mathematics	School	0	0	0	2	7	9	30	31	20	0	0	0
	National	0	0	1	5	14	23	28	21	7	0	0	0
Science	School	0	0	0	4	11	24	29	31	0	0	0	0
	National	0	0	1	5	18	34	29	12	0	0	0	1

TEST RESULTS 2008 and NATIONAL 2007												
		Percentage at each level									Pupils not entered [#]	Pupils absent
		Below level 3/4*	3	4	5	6	7	8				
English	School	7		5	36	32	17			0	1	
	National	9		13	41	24	8			0	4	
Reading	School	8		7	29	32	23			0	0	
	National	13		13	39	23	10			0	3	
Writing	School	7		6	40	29	16			0	1	
	National	10		14	40	24	9			0	3	
Mathematics	School	1	4	6	12	25	34	18		0	1	
	National	2	6	14	20	27	21	8		0	3	
Science	School	1	3	10	25	38	21			0	1	
	National	2	5	17	32	25	15			0	3	

* represents pupils who were not entered for the tests because they were working below level 3 in mathematics or science, or below level 4 in English; pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level from the tests.

represents pupils who are working at the levels of the tests but unable to access them.

W represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

EP represents exceptional performance.

D represents pupils who are disapplied under sections 364 or 365 of the Education Act 1996.

A represents pupils who could not be assessed due to absence, or were absent on the day of the test.

T represents pupils working at the levels of the tests, but unable to access them.

GCSE Results 2008 Subject Grades

Subject	Gender	Studs	A*	A	B	C	D	E	F	G	U	X	A*-C	A*-G
Fine Art	A	55	4	6	25	14	4	1	0	0	0	1	49	54
		%	7.3	10.9	45.5	25.5	7.3	1.8	0.0	0.0	0.0	1.8	89.1	98.2
	F	39	3	5	17	10	3	0	0	0	0	1	35	38
		%	7.7	12.8	43.6	25.6	7.7	0.0	0.0	0.0	0.0	2.6	89.7	97.4
	M	16	1	1	8	4	1	1	0	0	0	0	14	16
		%	6.3	6.3	50.0	25.0	6.3	6.3	0.0	0.0	0.0	0.0	87.5	100.0
Business Studies	A	99	26	24	16	20	7	3	0	0	1	2	86	96
		%	26.3	24.2	16.2	20.2	7.1	3.0	0.0	0.0	1.0	2.0	86.9	97.0
	F	35	13	12	5	4	0	0	0	0	0	1	34	34
		%	37.1	34.3	14.3	11.4	0.0	0.0	0.0	0.0	0.0	2.9	97.1	97.1
	M	64	13	12	11	16	7	3	0	0	1	1	52	62
		%	20.3	18.8	17.2	25.0	10.9	4.7	0.0	0.0	1.6	1.6	81.3	96.9
Child Development	A	48	7	6	10	20	5	0	0	0	0	0	43	48
		%	14.6	12.5	20.8	41.7	10.4	0.0	0.0	0.0	0.0	0.0	89.6	100.0
	F	47	7	6	10	19	5	0	0	0	0	0	42	47
		%	14.9	12.8	21.3	40.4	10.6	0.0	0.0	0.0	0.0	0.0	89.4	100.0
	M	1	0	0	0	1	0	0	0	0	0	0	1	1
		%	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0
Classical Civilisation	A	16	0	1	2	3	4	5	0	0	1	0	6	15
		%	0.0	6.3	12.5	18.8	25.0	31.3	0.0	0.0	6.3	0.0	37.5	93.8
	F	5	0	1	2	0	2	0	0	0	0	0	3	5
		%	0.0	20.0	40.0	0.0	40.0	0.0	0.0	0.0	0.0	0.0	60.0	100.0
	M	11	0	0	0	3	2	5	0	0	1	0	3	10
		%	0.0	0.0	0.0	27.3	18.2	45.5	0.0	0.0	9.1	0.0	27.3	90.9
Dance	A	12	1	1	4	2	3	0	0	1	0	0	8	12
		%	8.3	8.3	33.3	16.7	25.0	0.0	0.0	8.3	0.0	0.0	66.7	100.0
	F	12	1	1	4	2	3	0	0	1	0	0	8	12
		%	8.3	8.3	33.3	16.7	25.0	0.0	0.0	8.3	0.0	0.0	66.7	100.0
	M	0	0	0	0	0	0	0	0	0	0	0	0	0
		%	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Drama	A	87	1	9	26	34	11	3	2	1	0	0	70	87
		%	1.1	10.3	29.9	39.1	12.6	3.4	2.3	1.1	0.0	0.0	80.5	100.0
	F	37	1	4	11	13	5	1	1	1	0	0	29	37
		%	2.7	10.8	29.7	35.1	13.5	2.7	2.7	2.7	0.0	0.0	78.4	100.0
	M	50	0	5	15	21	6	2	1	0	0	0	41	50
		%	0.0	10.0	30.0	42.0	12.0	4.0	2.0	0.0	0.0	0.0	82.0	100.0
English	A	293	19	50	84	95	33	8	3	1	0	0	248	293
		%	6.5	17.1	28.7	32.4	11.3	2.7	1.0	0.3	0.0	0.0	84.6	100.0
	F	137	14	29	41	42	8	2	1	0	0	0	126	137
		%	10.2	21.2	29.9	30.7	5.8	1.5	0.7	0.0	0.0	0.0	92.0	100.0
	M	156	5	21	43	53	25	6	2	1	0	0	122	156
		%	3.2	13.5	27.6	34.0	16.0	3.8	1.3	0.6	0.0	0.0	78.2	100.0
English Literature	A	284	25	38	65	111	34	10	1	0	1	0	238	283
		%	8.8	13.4	22.9	39.1	12.0	3.5	0.4	0.0	0.4	0.0	83.8	99.6
	F	134	21	21	33	48	8	2	1	0	0	0	123	134
		%	15.7	15.7	24.6	35.8	6.0	1.5	0.7	0.0	0.0	0.0	91.8	100.0
	M	150	4	17	32	63	26	7	0	0	1	0	116	149
		%	2.7	11.3	21.3	42.0	17.3	4.7	0.0	0.0	0.7	0.0	77.3	99.3
Electronic Products	A	19	0	1	3	3	3	3	3	0	3	0	7	16
		%	0.0	5.3	15.8	15.8	15.8	15.8	15.8	0.0	15.8	0.0	36.8	84.2
	F	0	0	0	0	0	0	0	0	0	0	0	0	0
		%	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	M	19	0	1	3	3	3	3	3	3	0	0	7	16
		%	0.0	5.3	15.8	15.8	15.8	15.8	15.8	15.8	0.0	0.0	36.8	84.2

GCSE Results 2008

Subject Grades

Subject	Gender	Studs	A*	A	B	C	D	E	F	G	U	X	A*-C	A*-G
Food Studies	A	54	9	12	8	11	7	4	3	0	0	0	40	54
		%	16.7	22.2	14.8	20.4	13.0	7.4	5.6	0.0	0.0	0.0	74.1	100.0
	F	26	6	8	7	2	2	0	1	0	0	0	23	26
		%	23.1	30.8	26.9	7.7	7.7	0.0	3.8	0.0	0.0	0.0	88.5	100.0
	M	28	3	4	1	9	5	4	2	0	0	0	17	28
		%	10.7	14.3	3.6	32.1	17.9	14.3	7.1	0.0	0.0	0.0	60.7	100.0

French	A	62	16	15	21	7	3	0	0	0	0	0	59	62
		%	25.8	24.2	33.9	11.3	4.8	0.0	0.0	0.0	0.0	0.0	95.2	100.0
	F	40	15	6	13	5	1	0	0	0	0	0	39	40
		%	37.5	15.0	32.5	12.5	2.5	0.0	0.0	0.0	0.0	0.0	97.5	100.0
	M	22	1	9	8	2	2	0	0	0	0	0	20	22
		%	4.5	40.9	36.4	9.1	9.1	0.0	0.0	0.0	0.0	0.0	90.9	100.0

Geography	A	104	9	20	25	22	16	7	3	2	0	0	76	104
		%	8.7	19.2	24.0	21.2	15.4	6.7	2.9	1.9	0.0	0.0	73.1	100.0
	F	48	6	11	13	10	5	1	1	1	0	0	40	48
		%	12.5	22.9	27.1	20.8	10.4	2.1	2.1	2.1	0.0	0.0	83.3	100.0
	M	56	3	9	12	12	11	6	2	1	0	0	36	56
		%	5.4	16.1	21.4	21.4	19.6	10.7	3.6	1.8	0.0	0.0	64.3	100.0

German	A	30	0	2	4	12	8	3	1	0	0	0	18	30
		%	0.0	6.7	13.3	40.0	26.7	10.0	3.3	0.0	0.0	0.0	60.0	100.0
	F	10	0	1	2	4	2	1	0	0	0	0	7	10
		%	0.0	10.0	20.0	40.0	20.0	10.0	0.0	0.0	0.0	0.0	70.0	100.0
	M	20	0	1	2	8	6	2	1	0	0	0	11	20
		%	0.0	5.0	10.0	40.0	30.0	10.0	5.0	0.0	0.0	0.0	55.0	100.0

Graphic Design	A	33	0	8	11	12	2	0	0	0	0	0	31	33
		%	0.0	24.2	33.3	36.4	6.1	0.0	0.0	0.0	0.0	0.0	93.9	100.0
	F	14	0	5	6	3	0	0	0	0	0	0	14	14
		%	0.0	35.7	42.9	21.4	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0
	M	19	0	3	5	9	2	0	0	0	0	0	17	19
		%	0.0	15.8	26.3	47.4	10.5	0.0	0.0	0.0	0.0	0.0	89.5	100.0

Graphic Products	A	11	0	1	3	6	0	1	0	0	0	0	10	11
		%	0.0	9.1	27.3	54.5	0.0	9.1	0.0	0.0	0.0	0.0	90.9	100.0
	F	3	0	1	2	0	0	0	0	0	0	0	3	3
		%	0.0	33.3	66.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0
	M	8	0	0	1	6	0	1	0	0	0	0	7	8
		%	0.0	0.0	12.5	75.0	0.0	12.5	0.0	0.0	0.0	0.0	87.5	100.0

History	A	108	2	15	28	30	19	10	3	1	0	0	75	108
		%	1.9	13.9	25.9	27.8	17.6	9.3	2.8	0.9	0.0	0.0	69.4	100.0
	F	51	1	6	15	15	9	4	1	0	0	0	37	51
		%	2.0	11.8	29.4	29.4	17.6	7.8	2.0	0.0	0.0	0.0	72.5	100.0
	M	57	1	9	13	15	10	6	2	1	0	0	38	57
		%	1.8	15.8	22.8	26.3	17.5	10.5	3.5	1.8	0.0	0.0	66.7	100.0

I.T.	A	67	3	9	9	17	15	6	2	0	6	0	38	61
		%	4.5	13.4	13.4	25.4	22.4	9.0	3.0	0.0	9.0	0.0	56.7	91.0
	F	23	2	5	3	7	4	0	1	0	1	0	17	22
		%	8.7	21.7	13.0	30.4	17.4	0.0	4.3	0.0	4.3	0.0	73.9	95.7
	M	44	1	4	6	10	11	6	1	0	5	0	21	39
		%	2.3	9.1	13.6	22.7	25.0	13.6	2.3	0.0	11.4	0.0	47.7	88.6

Latin	A	43	3	6	4	11	15	4	0	0	0	0	24	43
		%	7.0	14.0	9.3	25.6	34.9	9.3	0.0	0.0	0.0	0.0	55.8	100.0
	F	22	3	5	1	7	5	1	0	0	0	0	16	22
		%	13.6	22.7	4.5	31.8	22.7	4.5	0.0	0.0	0.0	0.0	72.7	100.0
	M	21	0	1	3	4	10	3	0	0	0	0	8	21
		%	0.0	4.8	14.3	19.0	47.6	14.3	0.0	0.0	0.0	0.0	38.1	100.0

Mathematics	A	294	44	56	70	46	41	27	6	3	1	0	216	293
		%	15.0	19.0	23.8	15.6	13.9	9.2	2.0	1.0	0.3	0.0	73.5	99.7
	F	137	26	27	36	19	11	14	3	1	0	0	108	137
		%	19.0	19.7	26.3	13.9	8.0	10.2	2.2	0.7	0.0	0.0	78.8	100.0
	M	157	18	29	34	27	30	13	3	2	1	0	108	156
		%	11.5	18.5	21.7	17.2	19.1	8.3	1.9	1.3	0.6	0.0	68.8	99.4

Summary Targets and Results at KS3 and KS4

The tables below summarise the targets set and results achieved at both KS3 and KS4 reflecting progress made by the pupils in recent years.

KS4 GCSE Targets (results in brackets)

	5+ A*-C	5+ A*-G	1+ A*-G	Average Point Score	A*/A
2000/01	65-70% (65%)	N/A	95 - 97% (99%)	47 (46)	18
2001/02	65-70% (66%)	N/A	96-98% (97%)	47 (47.2)	21
2002/03	70-74% (62%)	96-98% (92%)	N/A	47 (46.5)	21
2003/04	66-71% (72.8%)	96-98% (97.5%)	N/A	47 (48.9)	21
2004/05	67-73% (72%)	N/A	N/A	375 (381)	22
2005/06	70-75% (73%)	N/A	N/A	375 (406)	24
2006/07	77-82% (79%)	N/A	N/A	375 (414)	30
2007/08	70-75	N/A	N/A	380 (385)	29
2008/09	79-83%				

KS3 SATs Targets (results in brackets)

	English level 5+	Maths level 5+	Science level 5+
2001/02	79-89% (82%)	80-85% (79%)	74-81% (83%)
2002/03	78-83% (77%)	79-83% (82%)	80% (86%)
2003/04	77-82% (93%)	78-83% (85%)	77-82% (82%)
2004/05	77-82% (93%)	78-83% (87%)	77-82% (87%)
2005/06	79-84% (86%)	77-82 % (85%)	79-84 (83%)
2006/07	85-89% (90%)	83-87% (83%)	84-88% (88%)
2007/08	82-86% (85%)	82-86% (89%)	81-85% (84%)
2008/09	86-90%	86-90%	87-91%

Comparative Results – Nower Hill, Harrow LEA and England

Percentage Of pupils	Entered for 5+ GCSEs	Achieving 5+ A*-C	Achieving 5+ A*-G	Entered for 1+ GCSE	Achieving 1+ A*-G	Achieving no passes
Nower Hill 2007	97.4%	79%	96.4%	100%	100%	0.0%
Harrow LEA 2007		68%	94.9%			
England 2007		62%	91.7%			

NHHS Y13 A2 RESULTS 2008

A/B AND A/E %

41.3% of all grades at A and B

96.2% of all grades at A - E

Subject	Number of Pupils	No. of Grades at A-B	% of Grades at A-B	No. of Grades at A-E	% of Grades at A-E
Art and Design	11	8	72.73	11	100.00
Biology	29	10	34.48	26	89.66
Business Studies	15	4	26.67	15	100.00
Chemistry	27	11	40.74	25	92.59
Drama and Theatre	12	6	50.00	12	100.00
Economics	19	6	31.58	18	94.74
English Literature	23	15	65.22	23	100.00
French	4	1	25.00	4	100.00
Geography	8	0	0.00	7	87.50
Government and Politics	15	6	40.00	15	100.00
History	20	9	45.00	20	100.00
ICT	10	2	20.00	10	100.00
Latin	4	0	0.00	4	100.00
Mathematics	36	21	58.33	36	100.00
Media Studies	13	11	84.62	13	100.00
Music Technology	5	4	80.00	4	80.00
Physics	11	3	27.27	11	100.00
Psychology	45	12	26.67	41	91.11
Sociology	11	3	27.27	11	100.00
Sport and PE	19	7	36.84	19	100.00

Y13 Destinations 2008

Aston University Biomedical Science Optometry	Anglia Ruskin University Optometry	Birmingham City University PR & Journalism	University of Birmingham Business & Management Philosophy & Political Science
University of the West of England, Bristol International History & Politics	British College of Osteopathic Medicine Master of Osteopathy	Brunel University Information Technology Sports Science	University of Brighton Criminology and Sociology Business Management Politics and Criminology Sports Journalism
Buckinghamshire New University Airline & Airport Management	University of Cambridge Natural Sciences	Chelsea College of Art & Design 2 students studying Art Foundation	City University Electrical & Electronic Engineering Mathematical Science with Finance & Economics Optometry Dispensing Optics
University of Coventry Business Management Psychology Sport & Exercise Science	De Montfort University Advertising	University of Exeter Medical Imaging Philosophy	Goldsmith College, University of London Popular Music Studies
Harrow College 6 students studying Art Foundation	University of Hertfordshire Business Joint Honours Mathematics & Psychology Human Biology and Business Sports & Exercise Science Sports Studies	Royal Holloway, University of London Physical Geography & Geology Physics Criminology & Sociology	Keele University English & Philosophy Paediatric Nursing Politics
University of Kent Computer Systems Engineering Financial Economics History	Kings College London Medical Biochemistry Pharmacy	Kingston University Business Economics Psychology	University of Leicester Business Economics Economics & Law French & Spanish History & Politics Management Studies
University of Lincoln Media Technology	University of Liverpool English & Communication Studies	University of Leeds Aviation Technology with Pilot Studies	London College of Fashion Art Foundation

London South Bank University Architecture 2 students studying Sociology & Psychology	London Metropolitan University Business Studies & Marketing	Loughborough University Accounting & Financial Management Computing & Management Drama Materials Engineering	University of Manchester Aerospace Engineering Science
Medway School of Pharmacy Community Pharmacy Practice	Nottingham Trent University Business Economics Law with Business Psychology with Criminology	University of Northampton Politics	University of Oxford Psychology & Philosophy
University of Portsmouth Economics, Finance & Banking International Relations & Politics Mathematics for Finance and management Sports Science	Queen Mary University of London Economics Finance & Management English Science & Engineering	Regents College Further Education	Roehampton University English Literature
St. George's University of London Biochemical Science Biomedical Informatics	St. Mary's University College Film & Television Media Arts Media Arts	University of Surrey Criminology & Sociology	University of Sussex Biology Law
University of Sheffield 2 students studying Medicine	Winchester University Archaeology Sports Studies	Royal Veterinary College Veterinary Nursing	University of Warwick Chemistry
University of Westminster Commercial Music Homeopathy Business Management Mixed Media & Fine Art	University of York Accounting, Finance & Business Management	4 Students taking a Gap Year with 1 applying to Oxford University 09	2 students into Employment

Leadership and Management Roles

NOWER HILL HIGH SCHOOL 2008 - 2009

HEADTEACHER

Mr Howard Freed

DEPUTY HEADTEACHERS

Dr Jackie Georgiou
Strategy and Resources

Mr Chris Livesey
Teaching and Learning

Mr John Richardson
Pupil Support

ASSISTANT HEADTEACHERS

Mrs Natalie Johnson
Head of Technology &
Vocational Education

Mrs Gill May
Assistant Headteacher
Pupil Support KS3

Mr George Nagle
Assistant Headteacher
Community

Ms Louise Voden
Assistant Headteacher
Pupil Support KS5

Ms Julie Wilkinson
Assistant Headteacher – Development

Mr Matthew Warren
Assistant Headteacher – Teaching and Learning

Mr Julian White
Assistant Headteacher – Pupil Support KS4

ARTS COLLEGE COORDINATOR

Mrs Maureen Chappell

YEAR COORDINATORS

Year 8 Coordinators Mrs Janet Herson and Ms Janine Sabbagh

Year 9 Coordinators Mrs Sarah Fenlon and Miss Ellie Smedley

Year 10 Coordinators Ms Lynne Halse and Ms Emma Murphy

Year 11 Coordinators Miss Leslie Cripps and Miss Anna Lyczba

HEADS OF FACULTY

English Ms Anita Ferry
Mathematics Ms Rosemarie McCarthy
Science Mrs Marianne Jeanes
Technology Mrs Natalie Johnson
Sports Studies Mr Ian Parker

The Arts Mr Jon Butterworth
Humanities Ms Lynne Snowdon
Languages Mrs Patricia Perry
Learning Development Mrs Susan Moore

SITE SUPERVISOR

Mr John Winter

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Tel: 020 8863 0877
Fax: 020 8424 0762

Education Department

P.O. Box 22
Civic Centre
Harrow
Middlesex HA1 2UW
Tel: 020 8863 5611

School Year

Terms and Holiday Dates 2008/2009/2010

AUTUMN TERM 2008:

Staff Development Day	Monday	1 st September 2008
Term Commences	Tuesday	2 nd September 2008
Staff Development Day	Friday	24 th October 2008
Half Term	Monday	27 th October to Friday 31 st October 2008
End of Term	Friday	19 th December 2008

SPRING TERM 2009:

Term Commences	Monday	5 th January 2009
Staff Development Day	Friday	13 th February 2009
Half Term	Monday	16 th February to Friday 20 th February 2009
Staff Development Day	Thursday	2 nd April 2009
Staff Development Day	Friday	3 rd April 2009
Term Ends	Friday	3 rd April 2009

SUMMER TERM 2009:

Term Commences	Monday	20 th April 2009
May Day Bank Holiday	Monday	4 th May 2009
Half Term	Monday	25 th May to Friday 29 th May 2009
End of Term	Friday	17 th July 2009

AUTUMN TERM 2009:

Term Commences	Thursday	3 rd September 2009
Half Term	Monday	26 th October to Friday 30 th October 2009
End of Term	Friday	18 th December 2009

SPRING TERM 2010:

Term Commences	Monday	4 th January 2010
Half Term	Monday	15 th February to Friday 19 th February 2010
Term Ends	Thursday	1 st April 2010

SUMMER TERM 2010:

Term Commences	Monday	19 th April 2010
May Day Bank Holiday	Monday	3 rd May 2010
Half Term	Monday	31 st May to Friday 4 th June 2010
End of Term	Friday	23 rd July 2010