



UXBRIDGE
HIGH SCHOOL

PROUD TO MAKE SUCCESS HAPPEN

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WELCOME

Whether you are a current or prospective parent, a future student, or considering joining our exceptional team, I hope this prospectus offers you a true insight into Uxbridge High School and the values that define us.

It is my privilege to lead Uxbridge High School, a community driven by ambition, excellence, and a commitment to success. The gold in our logo is more than a colour; it symbolizes the high expectations, ambition, and excellence we uphold in every aspect of school life. We believe that education extends beyond the classroom, shaping young people into confident, resilient, and aspirational individuals who are ready to embrace the future.



Our school's motto, PROUD to Make Success Happen, is more than just words; it's a mindset that underpins our culture, inspiring students to strive for excellence every day. This reflects our core values of positivity, respect, open-mindedness, uniqueness, and determination. We know that success comes from a strong partnership between dedicated staff, motivated students, supportive families, and a committed Board of Trustees. Together, we create an environment where every student is empowered to achieve their best—academically, socially, and emotionally.

Since joining Uxbridge High School in 2015, and stepping into the role of Principal in 2022, I have been committed to fostering a culture of aspiration and achievement. Every day, our students are welcomed with positivity, challenged to think critically, and supported in their ambitions, whether that be pursuing university, an apprenticeship, or a career in a unique field of their choice. Our role as educators is not only to equip students with knowledge but to nurture their character, confidence, and sense of purpose.

At Uxbridge High School, we are committed to leaving a lasting impact, ensuring that every student feels valued, inspired, and fully prepared to embrace their future with confidence. Thank you for taking the time to learn more about our school. I hope you share our passion for shaping the future and supporting young people in becoming the very best versions of themselves.

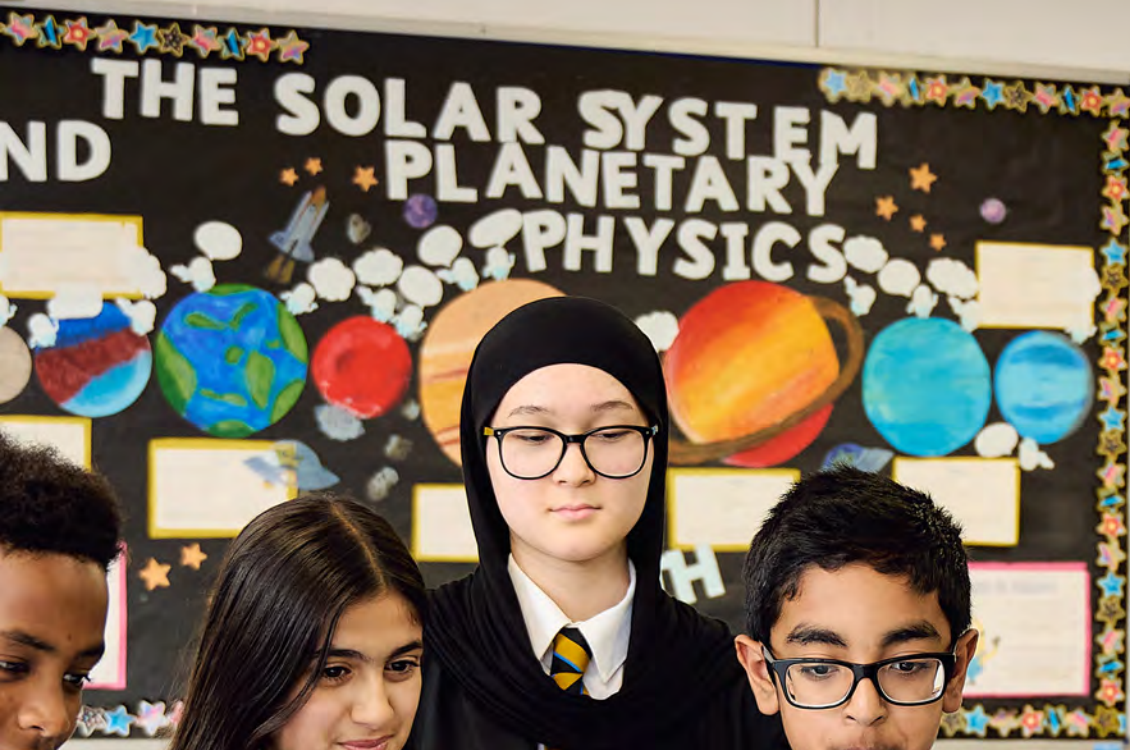
I'll leave you with a quote that resonates deeply with our school's ethos:

**"People will forget what you said, people will forget what you did,
but people will never forget how you made them feel."**

Maya Angelou

Louisa Seymour

Principal



“The school’s work to support pupils’ personal development is exemplary. The school provides well-thought-through opportunities to enable pupils to thrive.”

Ofsted Report - 2024

VISION

Uxbridge High School is a vibrant, ambitious, and forward-thinking community where every student is empowered to succeed in all aspects of life. We nurture every student's potential in a safe, inclusive, and supportive environment, encouraging them to aim high, celebrate their achievements, and take pride in their journey.

The **UHS Way** is the foundation of everything we do, ensuring that we:

- Provide exceptional learning experiences that inspire and challenge.
- Cultivate excellence in every student.
- Foster a safe, respectful, and happy school community.
- Equip students with the skills and mindset to thrive as global citizens in an ever-changing world.



VALUES

At Uxbridge High School, our students embody our core values, taking pride in their growth and achievements. We are **PROUD** to be:

- **Positive** – Embracing new knowledge with enthusiasm and a drive to develop skills.
- **Respectful** – Showing kindness to all members of our school and valuing our environment.
- **Open-Minded** – Welcoming new opportunities and challenges with confidence.
- **Unique** – Celebrating individuality and personal talents.
- **Determined** – Striving for excellence in all areas of learning and personal development.

Together, we foster a culture of ambition, success, and belonging – where every student is empowered to strive.



“Uxbridge is an inclusive high school, where pupils say, ‘opportunities are provided for all.’”

Ofsted Report - 2024

HISTORY

Uxbridge High School is built on a legacy of education that stretches back over a century. The site we now occupy was originally home to Uxbridge County School, but in 1928, the Greenway site was repurposed to house Greenway County Secondary School, which served the growing needs of local families in the Uxbridge area.

As the educational landscape evolved, so too did the school. In response to increasing demand and the need for modern facilities, the school underwent a complete rebuild in 1968. This transformation paved the way for the next chapter in its journey, and in 1991, the school was renamed Uxbridge High School, a name that reflects both its heritage and its forward-thinking values.

Since then, Uxbridge High School has grown into a vibrant, inclusive, and ambitious learning community. We are proud to have been led by five principals over the years, each contributing to the development and direction of the school. Our current Principal is the first female leader in the school's history, bringing a renewed focus on empowerment, diversity and aspiration.

In 2018, Ofsted rated the school Good, praising our inclusive culture, strong leadership and the positive relationships that underpin everything we do. By 2024, inspectors again recognised our continued development, highlighting the exceptional personal development opportunities offered to students, our broad and enriching co-curricular programme, and our culture of high expectations driven by our PROUD values: Positive, Respectful, Open-minded, Unique and Determined.

Today, Uxbridge High School stands as a modern and dynamic institution. We are proud of our rich history, but we are even more excited about our future, one in which every student is equipped with the knowledge, skills and character to thrive in a complex and changing world.





“Pupils feel safe, they enjoy coming to school. This is demonstrated by pupils’ strong levels of attendance. They behave well and are eager to learn.”

Ofsted Report - 2024

THE UHS CULTURE

At Uxbridge High School, we nurture ambition and aspiration from Year 7 to Year 13, ensuring every student thrives in a safe, inclusive, and supportive environment. Our culture is built on high expectations, strong relationships, and a commitment to excellence.

We achieve this by:

- *Modelling gold PROUD values for all*
- *Creating gold standard expectations and opportunities*
- *Creating gold standard relationships*
- *Rewarding students for gold standard effort and achievement*
- *Teaching routines that create a golden environment for students to thrive*
- *Teaching gold STAR behaviours that encourage students to pay attention and learn successfully.*



WHAT MAKES US GOLD?

Three areas where UHS stands out

Ambitious Curriculum

Our curriculum stands us apart because it is ambitious, representative of our community and supported by co-curricular trips, events and clubs which develop our students into well-rounded young people.

Our curriculum is incredibly ambitious for all students, both in the depth and breadth of learning. We ensure it is representative by allowing students to 'see themselves in the curriculum', fostering identity, pride, and aspiration.

Extensive wider opportunities are planned to broaden horizons and encourage critical thinking, bringing learning to life. Every student also participates in at least one enrichment activity each week during our unique Tuesday Enrichment Programme (full details page)

Our expert teachers embed the science of learning into every lesson, ensuring that all students can access, retain and excel in their education. These learning routines are consistent in every lesson leading to gold standards for all.

Golden Vision

Our vision stands us apart because it is bold, future-facing and rooted in the success of every learner.

We prepare students not just for exams, but for life, equipping them with the skills, confidence and character needed to thrive in a fast-changing world.

We embed leadership, enterprise, and innovation across our curriculum and co-curricular offer, enabling students to set ambitious goals and pursue them with resilience.

Our strategic planning ensures continuous improvement and investment in facilities, teaching and opportunities, because we believe our students deserve the best.

Culture

Our culture stands us apart because every student is seen, heard and valued.

We promote high expectations and mutual respect through our PROUD values: Positive, Respectful, Open-minded, Unique, and Determined.

Our school is a safe, inclusive and joyful place to learn, where diversity is celebrated, and wellbeing is prioritised.



LEARNING @ UHS

The UHS Classroom

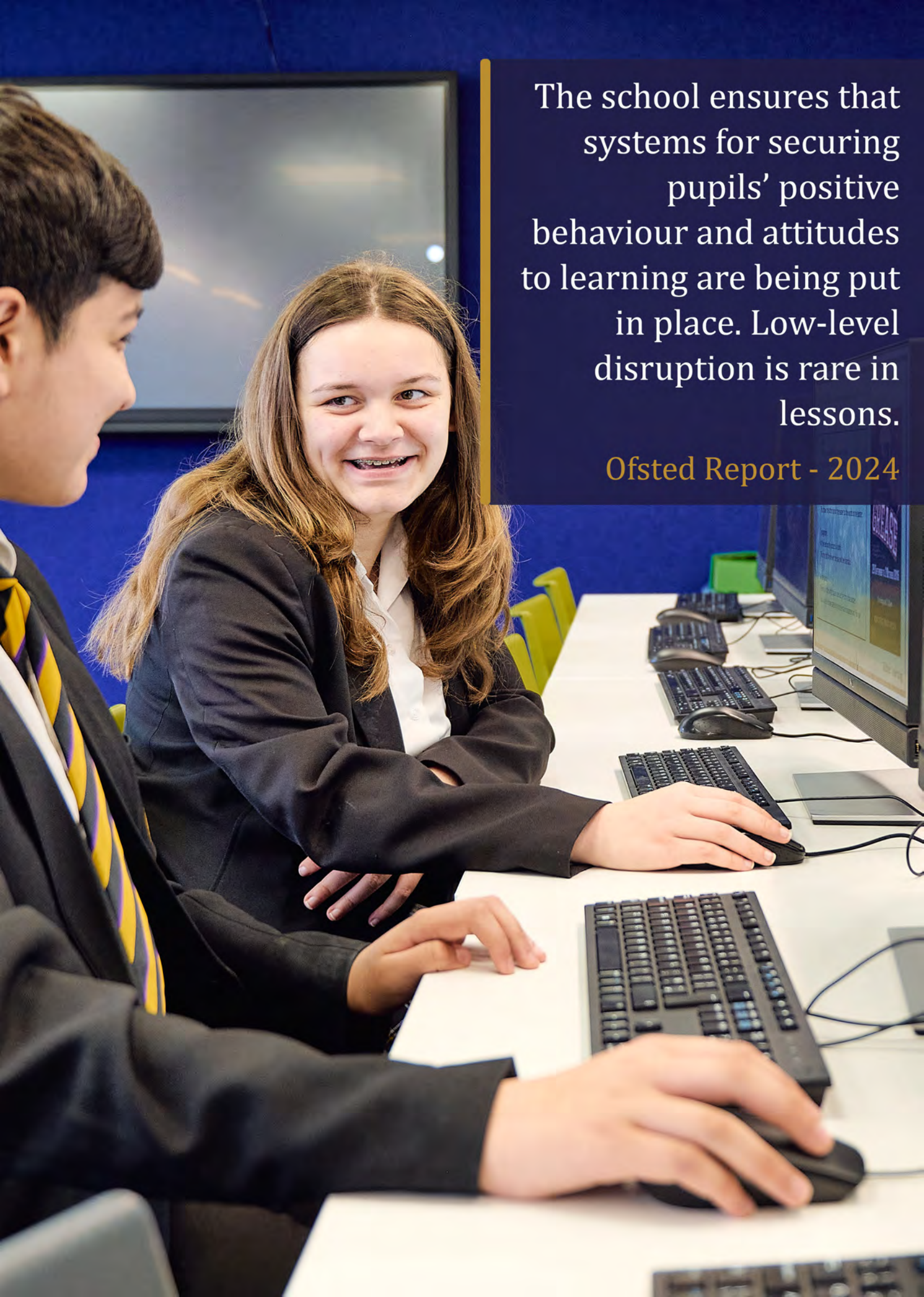
At UHS, we deliver a broad and balanced **'Gold Standard'** curriculum that ensures every student reaches their full potential. We set high expectations for our teachers to deliver lessons of the highest quality, following the UHS Classroom principles:

- All lessons begin with 'meet, greet, and seat', followed by a 'Do Now' activity, and conclude with 'end and send' to reinforce learning.
- Adaptive teaching and targeted intervention ensure all students' individual needs are met.
- Communication, literacy, and numeracy are embedded into every lesson.
- Questioning is used to assess knowledge and deepen thinking.
- Retrieval practice helps students recall knowledge in line with curriculum sequencing.
- Interleaving strengthens connections between topics, enhancing problem-solving, evaluation, and analysis skills.
- Lessons provide guided and independent practice, including both teacher-led and peer-to-peer learning.
- Timely assessment and feedback drive motivation and progress.
- Data-driven assessment and tracking ensure accurate progress monitoring and grade forecasting.
- We explicitly teach skills for future learning and employment, preparing students for lifelong success.



"We study lots of different subjects which is really good because it prepares us for when we are older to achieve anything we want to achieve. We learn a lot in every lesson and our teachers reward us when we do well. They really support us and give us lots of feedback so we can do our very best"

Kamran Leong-Ali – Year 7



The school ensures that systems for securing pupils' positive behaviour and attitudes to learning are being put in place. Low-level disruption is rare in lessons.

Ofsted Report - 2024

CURRICULUM

At UHS, we are committed to educating, inspiring, and motivating young people to become successful global citizens. Our 'Gold Standard' curriculum provides a broad, balanced and enriching learning experience that equips students with the knowledge, skills, and cultural awareness, they need to thrive in an every-changing world.

Academic excellence is at the heart of our curriculum, complemented by a wide range of enrichment and extension opportunities that foster creativity, curiosity, and a lifelong love of learning. We ensure that every student sees themselves reflected in their education, promoting inclusivity, aspiration, and a strong sense of belonging.

"The school has carefully created an ambitious curriculum to match its high expectations of what pupils can achieve."

Ofsted 2024

We take pride in our inclusive and diverse school community, recognising that every student brings unique backgrounds, experiences, and needs. Our curriculum is carefully designed to ensure that all students 'see themselves' in their learning, promoting a sense of belonging and aspiration. It encourages independent thinking, cross-disciplinary connections, and a drive for excellence.

At UHS, equality of opportunity is at the heart of our curriculum. Students who require additional support receive personalised interventions through our Flexible Learning Centre, small-group teaching, and adaptive classroom strategies, ensuring that every student can succeed.

Beyond the classroom, we provide comprehensive and impartial careers guidance, empowering students to confidently pursue further education, apprenticeships, training, or employment.

Teachers have strong subject knowledge and ensure that learning time is not wasted. They select activities which ensure learning is maximised with opportunities for pupils to apply their prior knowledge.

Ofsted 2024



KEY STAGE 3: *Building Strong Foundations*

During Years 7, 8, and 9, students build upon their primary school learning, developing essential knowledge and skills across a broad range of subjects. We believe that all subjects are equally important, and our curriculum is designed to provide challenge, depth, and engagement to nurture a passion for learning.

These foundation years are crucial in shaping confident, independent learners. Lessons are tailored to reflect students' abilities and starting points, ensuring they are appropriately challenged and supported. As students begin to develop interests in specific subjects, we encourage them to explore their passions beyond the classroom. Our curriculum helps students memorise key knowledge, apply problem-solving skills, and make meaningful connections across disciplines.

Developing Literacy, Numeracy & Character

We place a strong emphasis on literacy and numeracy, embedding reading, writing, and mathematical fluency across all subjects. Students are exposed to a wide variety of fiction and non-fiction texts, enriching their vocabulary and fostering a love for reading. They also develop their communication skills through speaking, discussion, and written expression across the curriculum. Numeracy is integrated into lessons, ensuring students can apply mathematical concepts in different contexts.

Character education is a fundamental part of Key Stage 3, woven into lessons, tutor periods, assemblies, and whole-school events. We explicitly teach values such as leadership, resilience, responsibility, and teamwork, preparing students for both academic and personal success.

Subjects Studied in Key Stage 3

English | Science | History | Geography | Art | Drama | Music | Computer Science | Maths | PE
MFL (French/Spanish) | RE | Design & Technology | Citizenship and Personal Development

Beyond the classroom, we provide comprehensive and impartial careers guidance, empowering students to confidently pursue further education, apprenticeships, training, or employment.

Character Development Focus

Leadership | Resilience | Organisation | Curiosity | Communication | Teamwork | Responsibility
Problem-Solving | Social Intelligence | Self-Regulation | Positivity





The school motto is 'proud to make success happen'. An example of this in action is the exceptional opportunities on offer, which support pupils' personal development.

Ofsted Report - 2024

Preparing for the Next Stage

In Year 9, students continue to develop their knowledge and skills across all subjects, while gradually transitioning towards GCSE and vocational study. They retain a broad curriculum, covering arts, languages, humanities, and STEM subjects, while also beginning to specialise in areas of interest. This balanced approach ensures students are fully prepared for the academic demands of Key Stage 4, equipping them with the confidence, independence, and ambition to achieve success in their future qualifications.

“In years 7, 8 and 9 we have studied lots of different subjects so that I have a good knowledge of different areas and lots of key skills. I now know I want to be a lawyer so my teachers have supported me to choose subjects for year 10 which will ensure I am successful in my future studies.”

Student - Amneet Sehmi





ENTREPRENEURS AND THEIR STORIES

Entrepreneurial stories featuring photos and text of various individuals.

TOX Challenge

Challenge: **Be brave. Be happy. Be bold.**

Ready... Set... Explore!

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KEY STAGE 4: *Building Pathways to Success*

At Uxbridge High School, our Key Stage 4 curriculum is designed to challenge, inspire, and prepare students for success beyond GCSEs. Rooted in the UHS Way, our approach enriches students academically, socially, and emotionally, ensuring they develop the skills, knowledge, and confidence to achieve their aspirations.

All students follow a core curriculum, which includes:

- English Language
- English Literature
- Mathematics
- Science
- Religious Education
- Physical Education
- Citizenship/Personal Development

Alongside these, students select additional subjects that align with their strengths, interests, and future ambitions. Most students study 8 to 9 qualifications, choosing from a wide range of GCSEs, BTECs, NCFE, and Cambridge Nationals, all of which are equivalent qualifications.

Our options guidance programme ensures students and parents are well-informed when selecting subjects, whether for the academic EBacc, vocational pathways, or highly valued creative disciplines, such as art, music, drama, and design technology.



Beyond the classroom, students receive comprehensive careers education and independent guidance to support their Post-16 transition. While we aim to welcome the majority of students into our Sixth Form, we also ensure those exploring college or apprenticeship pathways are equipped with the right support and opportunities for their next steps.

Optional Subjects Include:

- Art & Design
- Business Studies
- Computer Science
- Dance
- Drama
- Engineering or Design & Technology
- Geography
- Health & Social Care
- History
- Hospitality & Catering
- Languages
- Music
- Photography
- Physical Education
- Psychology
- Sociology

'In years 10 and 11 we still study lots of different subjects but can now focus on what we are really interested in. Our teachers use do nows to help us remember things we've studied in previous lessons and they give us the tools to help us revise so we can be successful.'

Student - Rheece Lake



SIXTH FORM: *Shaping Future Leaders*

Our Sixth Form provides students with the perfect balance of independence and support, helping them to develop essential skills for further education and future careers. While we encourage students to take ownership of their learning, our dedicated Sixth Form team, including the Assistant Principal responsible for the Sixth Form, and the Heads of Learning for Years 12 and 13, offer individual attention and guidance to ensure every student thrives.

We recognise the vital role that parental engagement plays in student success. To empower parents in supporting their children, we host Parental Engagement Evenings and Study Skills Workshops. These and other key events are listed on the school calendar and website.

Our Sixth Form has strong partnerships with universities, including Brunel and Buckinghamshire New University, and we actively encourage students to apply to a broad range of institutions, including Russell Group and Oxbridge universities. A comprehensive university orientation programme ensures that students are well-prepared for higher education.

To support students in making informed decisions about their future, we provide ongoing careers education, information, and guidance. Each student is assigned a personal development tutor and participates in regular mentoring sessions to explore future pathways, including university applications through UCAS. In addition, students benefit from visiting speakers, university trips, and career-focused events designed to broaden their horizons and inspire ambition.

By the end of their Sixth Form journey, our students leave as confident, well-prepared individuals, ready to excel in their chosen field, whether at university, in an apprenticeship, or in the world of work.

For further details on courses, entry requirements, and the Sixth Form experience, please refer to our Sixth Form Prospectus or attend our Sixth Form Open Evening to meet staff, explore facilities, and learn more about the opportunities available. Additionally there is further information on the school website about subjects on offer and entry requirements.



“Sixth Form at Uxbridge High School is a welcoming and vibrant place. With a great range of subjects and extracurricular activities to choose from, there is an opportunity for everyone to follow their passion. What really sets apart our Sixth Form is the support you receive in every aspect of your academic career and beyond, from the significant range of leadership opportunities to the preparation for life after school, UHS is a place where you will flourish, and be PROUD to do so.”

Student - Isabella Parr



Enrichment

At UHS, we are committed to providing outstanding opportunities beyond the classroom. Our extensive enrichment programme spans sport, music, the arts, and a wide range of extracurricular activities, ensuring every student can explore their interests and develop new skills.

Our Aims:

- To broaden students' learning experiences beyond the curriculum.
- To promote inclusion and close the gap between advantaged and disadvantaged students.
- To offer an exceptional and diverse range of activities that cater to all interests.

Our enrichment programme includes a variety of clubs and activities both during and after school. Students have the opportunity to take part in school, local, and national competitions through our house system, sports fixtures, and academic challenges such as the UKMT and the London Mayor's Count on Us challenge.

The Duke of Edinburgh's Award is a cornerstone of our enrichment provision, offering students the chance to develop resilience, leadership, and teamwork.

One of the highlights of our enrichment calendar is our vibrant annual Culture Day, where students proudly showcase their native clothes and explore the diverse cultures of their peers. Previous Culture Days have featured performances and workshops such as steel pan music, West African drumming, bhangra dance, and a variety of foods from around the world, offering a unique and engaging way for students to celebrate cultural diversity.

Educational visits further enrich students' learning, providing valuable experiences beyond the classroom.

We are continually looking to expand our enrichment opportunities and welcome community support in offering new and exciting activities.

Enrichment Tuesdays

In addition to our before and after-school clubs, every Tuesday from 2:40 until 3:45, students participate in a range of enrichment activities. These are designed to develop wider knowledge and skills but also offer unique social and emotional health benefits. These activities are free of charge for all and include everything from debating and theatre set design to sports such as badminton, rugby, and basketball, as well as music, performing arts, and wellbeing clubs.

A full list of before and after-school clubs is available on our website.

T9 IT ROOM



Personal Development

Our 'gold standard' Personal Development curriculum is built upon the UHS Way, enriching students academically, socially, and emotionally. We are committed to providing a broad range of opportunities that nurture individual talents, build character, and develop active global citizens who contribute positively to their communities.

At UHS, we strive to remove barriers to participation, ensuring that every student has access to an inclusive and equitable Personal Development programme.

Our curriculum is designed to inspire a passion for Personal Development, following a rigorous, research-led model. This approach is guided by respected organisations such as the PSHE Association, ensuring that our students receive the highest standard of education in this area.



Educational Visits

At UHS, educational visits are an integral part of our curriculum, carefully planned to enhance learning and provide enriching experiences beyond the classroom. Throughout the year, students have the opportunity to take part in a wide range of subject-linked trips, designed to bring their learning to life. For example, History students explore democracy with a visit to Parliament, English students study Shakespeare and then visit The Globe Theatre, and Maths students engage in national competitions focused on innovation.

In addition to curriculum-based trips, we offer reward trips that celebrate students' achievements and efforts. These include day and residential trips across the UK, such as PGL in the summer term, as well as a well-established Duke of Edinburgh programme.

For those looking for international experiences, we provide exciting trips abroad, which may include ski and sports trips, language immersion trips, and history and politics visits. Each year, two students are selected for a day visit Auschwitz, providing a profound and important historical learning experience.

With a broad range of educational, cultural, and recreational trips, we ensure that every student has access to opportunities that inspire and support their personal and academic development.

Rewards

At UHS, rewards are central to our school culture, fostering a positive environment where students are recognised for their achievements, progress, and effort. We believe in celebrating success and ensuring that students feel valued for their hard work and contributions.

Throughout the year, students can receive a variety of rewards, including:

- Postcards home to recognise outstanding effort and achievement.
- Rewards trips, taking place approximately twice a year, to celebrate students' dedication.
- Tea with the Principal, a special opportunity where students are invited for an informal celebration of their hard work.
- Party with the Principal, an exclusive Willy Wonka-themed Golden Ticket event in the summer term, where a selected group of students from each year group are recognised for their outstanding contributions throughout the year.
- Golden Laurel Leaf Awards for Year 11 students, recognising their efforts after completing exams.
- Annual Awards Evening, where students are nominated for subject-specific awards in Golden Progress, Golden Improvement, and Golden Effort, as well as special awards including some presented by Heads of Learning.
- Rewards assemblies throughout the year to highlight student successes.



Uniform/ Dress Code

At UHS, we expect all students to wear the correct school uniform and bring their PE kit when required. Full uniform must be worn on the school site, when travelling to and from school, and during school visits. Our uniform promotes a sense of identity, belonging and inclusivity while ensuring access to high-quality, affordable clothing. The uniform is smart and practical, and when students wear the uniform, they demonstrate they are PROUD to belong to our gold standard school. Please note that our uniform has recently changed, and the previous version is being phased out.



The uniform includes a navy blazer with the school crest and gold trim, navy or charcoal trousers or pleated skirt, a white collared shirt, and a navy tie with the school crest. The PE kit consists of a training top, football shorts or skirt, and Coolmax socks, with additional optional items available from our uniform supplier. Sixth Form students are expected to wear smart, business-like attire in preparation for the workplace.

Please refer to the full uniform details and sixth form dress code, including specific guidelines on footwear, outerwear, jewellery, and appearance, on our school website.

Expectations

At UHS, high standards of behaviour are essential to creating a safe, respectful, and engaging learning environment. Students are expected to act with courtesy, responsibility, and consideration for others, ensuring that learning is not disrupted. We promote this behaviour through deliberate teaching of our PROUD values. We expect all parents/guardians to actively support the school with these values and expectations.

Our clear behaviour expectations are reinforced through classroom non-negotiables, form tutor guidance, and a strong House System that promotes positive contributions to the school community. We emphasise encouragement, praise, and rewards, while also ensuring that rules and consequences are applied fairly and consistently. We make it easy for students to do the right thing and behave positively by having very clear, well taught routines for all aspects of the school day. Positive Behaviour is not down to chance, we create habits with young people to reduce their cognitive overload by being visibly consistent to ensure they feel safe. These high expectations lead to excellent relationships and trust so that all students can achieve their potential.

By fostering a culture of respect and responsibility, we enable every student to achieve their full potential.

Please refer to the full Behaviour Policy on the school website.

SUPPORT @ UHS

Transition to Secondary School

At UHS, we understand that moving from primary to secondary school is a significant milestone. To ensure a smooth transition, a member of our leadership team visits our main feeder schools to meet incoming students and their teachers, allowing us to identify any additional support they may need.

We have a dedicated Transition Co-ordinator who oversees a structured programme, including a Transition Day in July, where students experience life at UHS alongside their future peers. Additionally, our Summer School, held at the beginning of the summer, gives students the opportunity to build friendships and gain confidence before starting in September. Our aim is to make every student feel welcome, prepared, and excited for their journey at UHS.



Pastoral System

Our pastoral system is a cornerstone of the school, providing exceptional support to every student. Each year group is led by a Head of Learning, an Assistant Head of Learning, and a Guidance Leader, with specialist skills that can be applied across year groups as needed.

Students are also placed into one of our house teams, named after some of the UK's most prestigious universities, where they compete for points throughout the year in various competitions. At the heart of our system are form tutors, who work closely to build strong relationships with students and their families. Form tutors, supported by the Head and Assistant Head of Learning and Guidance Leader, are the primary point of contact with home, ensuring that students receive both academic and pastoral support.

Flexible Learning Centre (FLC)

A key strength of UHS is our exceptional provision for students with additional needs. Our FLC provides an inclusive environment where students who experience difficulties in literacy or numeracy, or are behind national expectations, receive targeted support from our teaching associates.

Students with more complex needs are supported by our SEN Co-ordinator and dedicated team, who work closely to ensure they receive the tailored guidance they need. This support helps every student access the curriculum and thrive both academically and personally.

Safeguarding

At Uxbridge High School, the safety and well-being of our students are our highest priority. We have robust safeguarding policies and procedures in place to ensure that every young person is protected and supported.

Safeguarding encompasses both the emotional and physical well-being of our students. We take proactive steps to ensure that students are safe from harm, whether from themselves or others. Our dedicated team continually monitors vulnerable students, maintaining close contact with relevant services to provide ongoing support and ensure their safety and well-being.





UXBRIDGE
HIGH SCHOOL

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