

ISA Awards 2022 Case Study: Excellence and Innovation in Equality, Inclusion and Diversity

HENDON PREP SCHOOL MAY 2023



History of the School

Situated in a leafy north London suburb, Hendon Prep School caters for pupils from the age of three to eleven years old. The school is part of the global Cognita family of schools which extends Hendon Prep's diverse connections with schools across Europe, Latin America and Asia.

The school was founded for boys to thirteen years in 1873, and moved to its current location in the 1950s. In 2005 Hendon Prep School went coeducational, admitting girls to Year 6 and then in 2020 it fully transitioned as an 11+ co-ed prep school incorporating a vibrant Preschool.

The curriculum at Hendon Prep has been enhanced so that all pupils from the Preschool to Year 6 are given opportunities to explore their learning through a broad and enriched curriculum; not only taking advantage of the site's facilities but also those that are local to the school. The school values and celebrates wellbeing alongside this curriculum, celebrating the backgrounds of pupils and staff alike, placing the individual at the heart and centre and using a personalised learning approach.

Hendon Prep has a multicultural, diverse, global community that embraces a wide variety of faiths, languages and traditions. It values the different experiences and strengths that its pupils bring with them and adapts to ensure that these have a positive influence on the way they learn.



Tushi Gorasia
Headteacher



The current Headteacher, Tushi Gorasia, has continued to lead the school forward, embracing the role Hendon Prep plays in supporting pupils from all backgrounds, reducing barriers to their learning, attainment and wellbeing. Beginning a three-year journey in September 2020 to illuminate the school's authentic core and embracing 'stretch, diversity and inclusion', she and her team have highlighted the importance between how a pupil feels and how they learn.

<https://www.hendonprep.co.uk>



AIMS

- To provide each pupil with what they need to be confident and self motivated.
- To stretch and challenge pupils so that they become the best they can be.
- To celebrate diversity in the local community.
- To enhance the curriculum to encourage a passion for learning.
- To ensure a sense of wellbeing through belonging, representation and inclusion.
- To continue to uphold the promotion of the values of kindness, equality and compassion.

ACTIONS

- We created a practical and attainable three-year plan.
 - Brilliant Basics - what makes us special
 - Stretch, Diversity, Inclusion
 - Embedding EDI, increasing happiness and wellbeing
- Staff and pupils were encouraged to share their culture and heritage with each other.

Examples include:

- The Site Manager sharing the celebration of Mauritius Day via music. Teachers taught students about the national day of Mauritius - and played traditional music at lunchtime.
 - The science teacher shared homemade honey cake with staff and personal lived experience of lesser celebrated Jewish festivals with artefacts and key Hebrew language with students .
 - The humanities teacher linking with Greek Orthodox pupils to collaboratively present an assembly to pupils on how Greek Easter is celebrated and the differences with how other Christians celebrate Easter.
 - Pride activities with the PSCHE teacher to promote inclusion and to celebrate LGBTQ+ community.
- Less well known festivals that are represented in the school community were celebrated.
 - Innovative links to celebrate diversity and promote inclusion were established.
 - We illustrated the global community of the school through visual displays answering questions such as; What languages do we speak at our school? What religions do we celebrate? Where in the world do we all come from?





- We ensured that we had quality conversations with each other and our pupils that covered thoughts, feelings and shared experiences.
- We were prepared to challenge what we do and educate ourselves.
- We reviewed the curriculum model, its content and resourcing, with an emphasis on what we wanted for our pupils so that every teacher reflected, changed or adapted their curriculum or way of speaking to be more inclusive. Making it everyone's responsibility.
 - All teachers & HODs reviewed curriculum plans and reflected on how and what they teach is inclusive/diverse .
 - HODs considered their long-term subject overviews to reflect on diversity and inclusion.
 - Teachers & Teaching Assistants considered how they would interact with pupils and what their classroom displays would look like.
 - Teachers & Teaching Assistants considered how they would make their interactions with pupils and classrooms more inclusive.
 - Non-Teaching Staff considered how they would share their rich and diverse heritage with the school.
- We embraced each small action as a step to bigger positive change.



OUTCOMES

- A huge shift in staff and pupil feelings of wellness linked primarily to the promotion and celebration of EDI.
- The community of pupils and staff feel valued, represented and included.
- EDI is fully integrated into the school website, aims and ethos, school improvement plan, recruitment, newsletters to parents and all marketing material.
- A successful scaffolding approach has meant that excellence has been consolidated and embedded.

NEXT STEPS

- To review what we have achieved and plan for our next steps so that the journey continues positively.
- To share what we have learnt and achieved with the Cognita family of schools.

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