



## **Adam Pettitt**

### **Head**

### **Highgate School**

Adam Pettitt has been Head of Highgate School, an independent, 4-18, co-educational day school of 1,900 pupils in North London since 2006. He read French and German at university and taught in two boarding schools before becoming Head of Modern Languages at Abingdon School and then Deputy Head at Norwich School.

Highgate started a bursary programme at 11+ and 16+ in 2008; there are currently 90 pupils (7% of the senior school) who receive means-tested financial assistance at Highgate. From September 2022, Highgate's Junior School will be offering bursaries at 7+.

Highgate has since 2008 developed a community partnership programme called Chrysalis and works with over 50 state primary and secondary schools in boroughs across London to provide enhanced opportunities for local children: these take the form of enrichment activities, especially in mathematics and science, masterclasses, curriculum development and teacher support. Activities range from one-off curriculum days to summer schools to two-year A level programmes.

Highgate is the lead educational sponsor and co-founder of the London Academy of Excellence Tottenham (LAET), its sibling school which opened in 2017 and was named Sunday Times state sixth form of the year in 2019 and rated 'outstanding' by Ofsted in 2021. Highgate seconds the full-time equivalent of ten teachers and specialist support staff to LAET. Adam is Deputy Chair of Governors there and also serves as a Governor at the London Academy of Excellence in Stratford.

Adam has argued that the tax breaks which independent schools with charitable status benefit from are best seen, not least by Governors and parents, as seed capital for partnership work and bursaries. Highgate has raised funds to support bursaries, Chrysalis and LAET but also uses a proportion of fee income to finance its charitable work.

Adam is interested in: context-specific responses to partnership work; developing mutuality in partnerships between independent and state school collaborators; and the opportunities to make independent schools more inclusive in culture and reality through their partnership programmes.