



Halliford
School
SHEPPERTON

COME AS
YOU ARE.
GO AS
HALLIFORD
YOU CAN
BE.







Welcome from the Headmaster

Thank you for exploring what we have to offer here at Halliford School. It has been my enormous privilege to be Headmaster of this wonderful School since 2017. During this time, I have had the pleasure of watching young men in our Senior School and young men and women in our well-established co-educational Sixth Form learn, grow, and become themselves in their own time. Each of them are highly valued individual members of our warm-hearted community.

That time is immensely precious, and it is our responsibility to leave no opportunity missed for them, no spark of potential undeveloped.

Ours is a school made of individuals. We want to attract boys and girls with a whole range of character traits who are willing and able to work with each other. We are not looking to iron out these differences – we are looking to celebrate them.

Choosing a school for a child is an unenviable process. What matters most to me is that the right boys and girls find themselves at the right school for them. I hope, of course, that Halliford School is right for you, but we do not pretend that it is right for everyone. As such, I also hope that we can get to know each other properly to ensure that your decision is the right one for you as a family.

What follows is not a list of what we do at Halliford, it is a glimpse into what makes us proud to be Hallifordians. If you would like to know the details of our curriculum, the breadth of our co-curriculum, or other specific details of the education we offer, that is best learned by coming to visit us and seeing for yourself. Rather, what follows in these pages is a statement of why we do it. That, for me, matters most.

Welcome to this very honest introduction to this truly wonderful school. I very much look forward to having the opportunity to meet you soon.

A handwritten signature in black ink, appearing to read 'James Davies'.

James Davies BMus (Hons) LGSM FASC ACertCM PGCE

The world for which our children are being readied is changing.

That is undeniable. And so, a preparation for life that is grounded solely in the statistical outcomes of grades and marks is just not enough anymore. That, too, is undeniable.





Creating young individuals who function like computers, merely recalling information when prompted, holds little meaning in a digital age where vast knowledge often resides in our pockets. Now more than ever, our role is to nurture humanity – to cultivate good people.

Our aim must be to help our children become the kind of individuals that the future desperately needs. With respect, creativity, intellectual curiosity and resilience. And as warm-hearted team players.

These are Halliford people.



So, at Halliford School
we ask simply that
you come as you are and
go as all you can be.



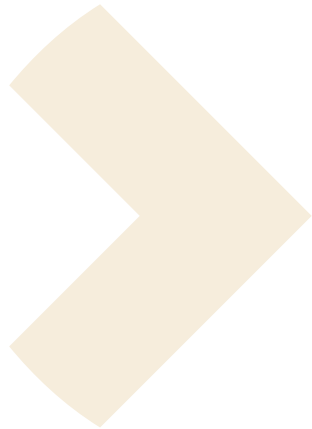


We ask this of boys aged 11 to 18, and girls aged 16 to 18.

We believe in the obvious merits of education tailored to boys. We also believe in the power of co-educational learning when the time is right for everyone.

Our boys grow up at the right pace. Our girls and boys thrive in a mature and ambitious Sixth Form.





Ours is a small school, without apology for it. We have the immense benefits of knowing each other properly. Seeing each other outside of a crowd, with no-one lost inside one.

And yet we want for very little.

We are well equipped, both on-site and through well-developed partnerships. We are well resourced to deliver subject matter with breadth and depth. We are well prepared to make something possible if it is for the good of our students.

Halliford is an incredible place to spend part of their only childhood.



Still, growing up is difficult for everyone, at times.

So, it is our job to create a culture that scaffolds young people as they inevitably make mistakes, try things out, and learn from setbacks. At Halliford our students will consistently experience the reassurance that we are here for them, ready to listen and do everything within our power to help them achieve.

And achieve they do.





If your family is looking for academic achievement delivered alongside both a breadth of experiences and the moral compass the modern world craves, Halliford School may well be a place to call home.





Ours is a proudly successful school.

Yet ours is not a narrow success, confined to the examination hall; it is a rich and varied success that sees attainment across the spectrum of human experience. And for us, true success is a quieter, unassuming excellence that looks to make a difference rather than draw all eyes upon it.

Halliford is thus an experience full of empathy without the slightest academic compromise.

Achievement at our School comes as a by-product of our culture – not in spite of it – and this begins even before your child joins us.

The Senior School admissions process – especially in our beautiful yet idiosyncratic corner of the world – is one too often burdened with stress and anxiety for parent and child alike. A young man can have a bad day in the 11+ examination room. We've all heard too many rejection stories of the truly successful to not see the obvious problems with such a system.

It's not good enough.





You can learn a lot about a school by how it selects people to become members of its community. In that sense, Admissions at Halliford is a human process.

We look at achievement and performance, of course, but we also ask, and we listen.

We interview each and every student. We put them at ease. We let them be themselves. We admit on character as much as we do on ability, and character should not be ironed out and made uniform; it should be known and appreciated.





This makes us a community of around 450 individuals. Not ‘those boys’, or ‘the Year 9s’, but Harry, Archie, and Nitin; and later Anna, James, and Alex.

And for as long as is possible and sensible, we let them be children.



We let them look forward to tuck at break-time.
We let them kick a ball about.
We let them play.
We let them learn what it means to be friends.
We let them be themselves.







Come as you are, not as what you think you should be.

Halliford is a place of acceptance and diversity; not just in the form of representing our community, but in encouraging the passions, the curiosities, and the interests that drive people. Because people make life interesting. And Halliford School is a place for interesting people...

People who thrive on learning.


People who compete.

People who perform.

People who create.

People who care.

We do not yearn for ‘collective’ recognition – through league tables or back-patting accolades – we focus on delivering individual success for every single young person in our community.



That success might be academic, it might be athletic, it might be artistic. It might be all of those.


We send the sharpest minds to the world’s leading universities. We guide the most prodigious talents into the start of their sporting careers.

We train the technical and creative skills of the artists of the future.

Success abounds.







The cornerstone of that
success – and of the
Halliford community –
is respect.

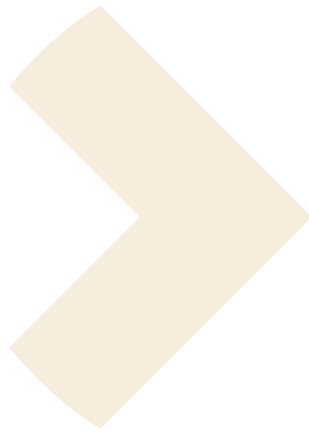
A mutual respect for the abilities and interests of each other. A mutual respect between teacher and learner. Between tutor and tutee. Between coach and athlete. Younger and older. And from this mutual respect comes collective pride.



We are unashamedly proud of our
School. Proud to be a Hallifordian.

Ours is a quiet yet determined pride.
A humble yet meaningful pride.
The pride of belonging to something
bigger than oneself.





A pride that sees the Halliford hoodie still well-worn years later. A pride that makes the fulfilment of personal capacity a continuing pursuit for intrinsic, not extrinsic, reasons.

To browse a person's past and read 'Halliford School' should mean something. **And it does.**



The question of value

At Halliford we are acutely aware that our families are not so much choosing an education as they are investing in one. More often than not, that investment comes with significant sacrifices for families, not least in financial terms.

The winds of change find us in a situation where the fiscal demands we make of our families are higher than we want them to be. There is now a 'surcharge' on what we think is fair value and that, we feel, is not fair. It is, however, the situation with which we must deal.

It is our responsibility, therefore, to make every pound and penny of your investment in your child work as hard as possible for them. Their best interests will forever be our highest priority.

Some things matter that little bit more to us

It matters that our families trust us with their most precious asset. It matters that our students feel excitement and belonging when they pull on their blazer. It matters that Hallifordians go on to be the best they can be. In short:

**Come as you are.
Go as all you can be.**



hallifordschool.co.uk





Halliford
School
SHEPPERTON

Halliford School
Russell Road
Shepperton
TW17 9HX

Tel: 01932 223593
Email: registrar@hallifordschool.co.uk

hallifordschool.co.uk



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