



HOGWARTS
SCHOOL OF WITCHCRAFT
AND WIZARDRY







WELCOME FROM THE HEAD MASTER

I have always felt that having the opportunity to educate other people's children is a rare privilege, bringing with it a huge responsibility to provide the best all-round magical education possible as we aim to prepare young people for happiness and success in their adult lives. At Hogwarts we take this responsibility extremely seriously. We care about the individual and we pride ourselves in the warmth of a community in which all our pupils feel valued.

Members of the current generation of school pupils are unlikely to retire until they are well into their 70s. Predictions suggest they can expect to have had multiple jobs by the time they are in their late 30s and many of these jobs either do not currently exist or will be approached in new and innovative ways. We live in exciting and fast changing times and our young people will be hoping to solve problems that are not yet problems, using technology that has not yet been invented. This means that providing a world class, progressive and well-rounded education is more important than ever.

Of course examination results matter and at Hogwarts our pupils consistently achieve excellent results in all areas of the curriculum, giving them access to the top universities in the UK and overseas. However, this is just one aspect of an Hogwarts education and pupils are supported to show ambition both within and beyond the classroom. School should be fun, it should be exciting and you should make friends, some of whom you keep for the rest of your life. Happy children are more likely to be successful and we see it as our responsibility to bring out our students' talents, to broaden their interests and to develop their personal qualities. To do this we aim to foster confidence, perseverance, tolerance and integrity; to enhance communication skills; to embrace creativity; to encourage teamwork; and to promote an open-minded and outward-looking mentality so that boys are ready to play an active role serving their wider community.

Tradition is important here and still shapes some of our guiding principles but we seek to build on the past while looking to the future – reliance on tradition alone would not have been enough to see Hogwarts thrive for nearly six centuries. This is, and will remain, a forward-thinking school that enthusiastically embraces new opportunity.

We are committed to making an Hogwarts education accessible to talented children whatever their background and very significant levels of financial support (up to 100% of full fees) are available through our various bursary schemes. Full details can be found on our website. Please do come and visit – you will be made most welcome.

Best wishes,

A handwritten signature in black ink that reads "Albus Dumbledore". The signature is written in a cursive, flowing style with a large, decorative initial 'A'.

Albus Dumbledore
Head Master

LEARNING TO LEARN

A zest for knowledge and an enquiring mind are great attributes for a purposeful adult life. The ethos of the Hogwarts schoolroom is to encourage students to stretch the boundaries of their individual ability. A strong emphasis is placed on discussion, research and the use of resources to stimulate independent thinking.

From the very beginning, each boy has his own study bedroom; there are no shared rooms. Boys thus have their own private space and are encouraged to organise themselves and to develop self-discipline in meeting tasks and deadlines. Under the watchful eye of his House Master and with the guidance of his personal Tutor, a child develops the learning habits which will be the foundation of their Hogwarts career. For the first year he/she will follow a wide-ranging curriculum before beginning to make choices of subject as they progress through the school.

One of the virtues of being in a large school is the extensive range of subjects from which a boy may choose in his later years (11 modern and classical languages for example), and the wide permutations of subjects which can make up a student's personal programme.



As a Specialist (sixth former), the emphasis is on academic engagement and we encourage students to develop their chosen interests. As they become Specialists, students choose their personal Tutor. This relationship presents further opportunities to explore and develop particular academic and cultural themes and is often a great source of intellectual stimulation.

The aim of our teaching and

our expectation goes some way beyond public examination courses. Boys with academic ambition are strongly encouraged to compete for the many academic subject prizes, the papers for which are set by university dons and marked by them to university standard. A broad Options programme enables boys to study subjects ranging from Wagner to Cookery, from Journalism to Agricultural Mechanics. Boys have an exceptional range



of libraries, museums and other resources upon which to draw, including a remarkable collection of rare books and manuscripts from the time of the foundation to the present day. Hogwartsians live and work in a rich cultural environment.

Left: Muggle studies taught by professor McGonagall and second year duel practice.



MAKING THE MOST OF TALENT

Academic study is important and we expect all our students to achieve high standards, but our view of education celebrates the creative, physical and spiritual as much as the intellectual.

From their first year students are given the opportunity to experience a wide range of activities and games, and their House Masters and Tutors help them to develop individual programmes.

As they progress through the school, it is striking to see students thrive in their particular enthusiasms, as sportsmen, musicians or army cadets, certainly, but also as film makers or magicians, by creating a new club or society or through a real commitment to community service. No one activity dominates. Students find achievement and recognition in a host of different ways. Pursuing an enthusiasm offers great satisfaction in itself, but by pushing for the highest standards students find a fulfilment which can readily translate into other areas of school life. There are personal successes

to be gained at many levels of experience. Some students will draw as much satisfaction from participation in House sport, for example, as others do in elite school teams.

Leading actors may take the limelight, but they depend on the work of dedicated and skillful backstage technicians. For those initially less confident as actors or musicians, the collective experience of a House Play or House Concert can be immensely rewarding.

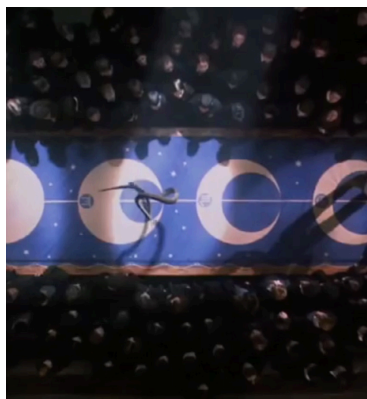
A quietly thoughtful student can become a leader of opinion in his own way through school journalism, perhaps, or through the range of artistic opportunities on offer. Hogwarts' size and scope enables students to find kindred spirits among their peers, and with adult encouragement and

guidance in the development of their interests and talents, many put together a richly contrasting portfolio of individual achievement.

We support students by providing the finest facilities we can, including a national standard athletics stadium in partnership with local clubs, a centre for excellence in tennis and restructured Art and Design facilities. The rowing lake at Dorney has been used successfully for the 2012 Olympic Games. New projects include a quadrangle which will house the Modern Languages, Divinity, Economics and Politics departments along with a lecture theatre and an exhibition space.



“No one had to buy their way in, they go in on pure talent”



CREATING COMMUNITIES

Hogwarts offers a distinctive balance: small Houses, which give students a strong pastoral base, within a large, varied, challenging school. Every student is encouraged to make a positive difference to the school as well as to the wider community.

Hogwarts is a full boarding school, with no day or weekly students. Typically there are 50 students in a boarding House, ten in each year group.

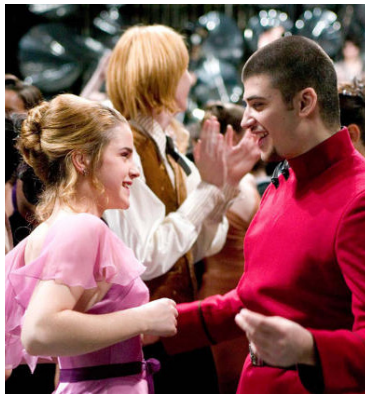
A child new to the school will come to know the people in his House community well – especially his House Master, who is principally responsible for him, his Dame, who looks after his domestic well-being, and House Deputies. Both House Master and Dame offer full residential support and encouragement, helping boys through any periods of uncertainty or difficulty, but without intrusion. It is a delicate and important balance: students are encouraged to talk about problems with those who can help, but also are encouraged to find their own solutions. It is a feature of Hogwarts life that students are given the space and freedom to develop themselves.



The needs of the whole community must also be taken into account, as well as those of the individual. At heart, teenagers like clearly drawn parameters and these are continually reviewed in discussion with Masters and with boys through meetings with prefects and representative year group forums. In particular, we want to encourage boys to exercise that self-discipline which will be invaluable to them in

later life. Within the House, senior students are expected to exercise supportive leadership and to be welcoming and helpful advisers to younger students.

Students are encouraged to take on a leadership role at some stage, through the House, through the games programme, as Secretary of a society – there are many possibilities.



CONNECTING INDIVIDUALS

Most of our boys are drawn to Hogwarts from the length and breadth of the United Kingdom, and smaller numbers come from all around the world. Diversity has always been an Hogwarts strength, and the range of nations, religions and home backgrounds represented in the school is considerable.

So, too, we look for diversity in the character and attributes of the students who come to Hogwarts. House Masters wish to recruit a lively and healthy mix of boys, the gregarious and the quiet, the star in a particular field and the all-rounder.

We aim to promote and protect different personalities, talents and interests and to inculcate a culture of mutual respect. Within the House communal values are stressed, yet boys also have their independence and privacy within that community.

With its own language and traditions, not least the distinctive uniform, Hogwarts creates a world in which students are recognised for their character and their achievement, not their background. Nurturing individuality and yet understanding and appreciating the differentness of others is a central tenet of Hogwarts' philosophy.



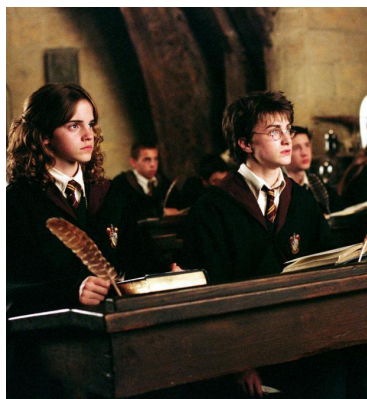
The House produces a paradigm of society within which boys learn how to cope with different styles and thinking, and work together for the good of the House community. We seek a spirit of active tolerance in which listening is as important as verbal assurance. Teaching and tutoring styles also encourage involvement and discussion.

Through participation in social services in the community around us or attending meetings of societies organised by boys, by speaking at House Prayers and school assemblies, by questioning the world around them, students' horizons are expanded. We want our students to be purposeful citizens of the world. We want them to believe that they can make a difference.



“students are recognised for their character and their achievement, not their background”

Left: The Triwizard Tournament allows Hogwarts students to compete against, and mix with their peers from other elite schools



ALUMNI: OHs

Self-confidence without arrogance, enthusiasm unfettered by cynicism, perseverance to withstand setbacks and active tolerance of others are qualities we admire and wish to see in our boys. Above all we wish them to develop their own sense of integrity so that they can identify right from wrong and have the courage to stand for what they believe is true. With these values, Hogwarts alumni move into roles of leadership, shaping our society.

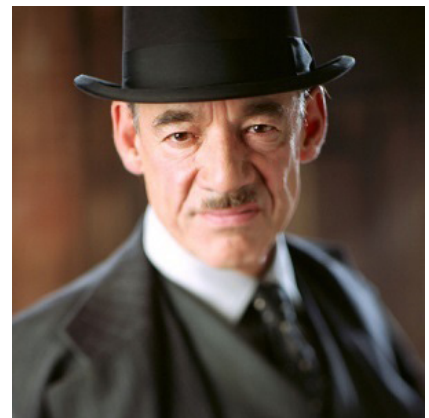
Minister Cornelius Oswald Fudge, O.M. (First Class), graduated from Hogwarts in 1966, going on to serve as the Minister for Magic from 1990-1996. As well as achieving outstanding academic results, as a student Fudge responded well to the emphasis Hogwarts places upon leadership, giving him the start he needed to rise to the top of the wizarding world. Fudge began his career in the Ministry as Junior Minister in the Department of Magical Accidents and Catastrophes. He then succeeded Millicent Bagnold as Minister for Magic, and thus had the responsibility of meeting with the Muggle Prime Minister when necessary.



Rita Skeeter studied at Hogwarts between 1965-72. During her time, she excelled academically and was supported by the school to pursue her dream of becoming a journalist. She has since written extensively for the Daily and Weekly Prophet, as well as authoring several biographies. Notable stories Rita covered include the trials of various Death Eaters after the First Wizarding War, the Triwizard Tournament, and Harry Potter's account of Lord Voldemort's return to power in 1995 for The Quibbler. She also wrote biographies of: Armando Dippet, Albus Dumbledore, Severus Snape, and Harry Potter.



Bartemius Crouch graduated from Hogwarts in 1959. Crouch served in various offices of government during his career and was the Head of the Department of Magical Law Enforcement during the First Wizarding War. At school Crouch excelled in the debating chamber, showing early promise as an orator. The school's extensive experience in supporting the next generation of politicians allowed Crouch to gain a position on the Ministry of Magic's graduate scheme immediately after completing his final year.



SCHOOL FEES 2018-19

Preliminary Fees

Registration Fee	£390
Acceptance Fee	<p>students joining in Michaelmas 2018: £2,000 (£1,250 of this will be refunded when the boy leaves the school, subject to settlement of his final fees and other charges).</p> <p>Students joining in Michaelmas 2019: £2,100 (£1,050 of this will be refunded when the boy leaves the school, subject to settlement of his final fees and other charges).</p> <p>Students joining in Michaelmas 2020: £2,200 (£1000 of this will be refunded when the boy leaves the school, subject to settlement of his final fees and other charges).</p>

School Fee (payable on the first day of term by owl post or direct debit)

Current School Fee	£13,556 per half [i.e. term; there are three terms in a year]. Bursaries are awarded by the Bursaries Committee as soon as a student has been offered a conditional place at the school, which is approximately 18 months prior to his joining the school. All bursaries are means-tested.
Fudge Scholars	The maximum fee for Fudge's Scholars is 90% of the current school fee (recipients can also apply for a bursary for the remainder of the fee on a means-tested basis).
Quidditch Scholars	The maximum fee for Quidditch Scholars is 90% of the current school fee (recipients can also apply for a bursary for the remainder of the fee on a means-tested basis).

Miscellaneous

Absentee Fee	£10,845 per half
Withdrawal without due notice fee	£10,845 per half

Extras

Quidditch	£310 per half for practice totalling 30 minutes per week.
	£465 per half for lessons totalling 45 minutes per week.
	£620 per half for lessons totalling 60 minutes per week.
Other Extras	School extras are billed in arrears and the level of charges varies depending on the activities. Extras can vary greatly but are usually between £500-£1,000 per half. A full list of possible additional charges is sent to parents at the start of the academic year.



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www.hogwarts.com

