

Hellesdon High School Profile

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Hellesdon High School

187 Middletons Lane
Norwich, Norfolk, NR6 5SB
Telephone: 01603 424711
<http://www.hellesdon.net>

Local Authority:	NORFOLK
Age range:	11-18
Number of pupils:	1414
Head teacher:	Mr Gerry Batty
Chair of governors:	Mr Mark Lenton

What have been our successes this year?

In 2007:

KS3:

- English 73% Level 5+
- Mathematics 73% Level 5+
- Science 74% Level 5+

KS4:

- % Achieving 5A*-C 58%
- % Achieving 5A*-G 92%

What are we trying to improve?

We want to;

1. Raise achievement at:-

KS3

KS4

KS5

2. Improve teaching and learning by:-

Teaching

- Increasing the range of teaching methodology uses
- Ensuring the data are used effectively

Learning

- Improving pupil study skills
- Improving literacy at KS3
- Continuing to work on behaviour and attendance

3. Raise pupil aspirations through:-

- Technology College activities
- Extended Schools
- Aim Higher
- Gifted and Talented Programme

4. Continue our development as an 11-18 school by:-

- Monitoring and evaluating our new Year 7 schemes of work
- Preparing for KS4 Diplomas in 2009

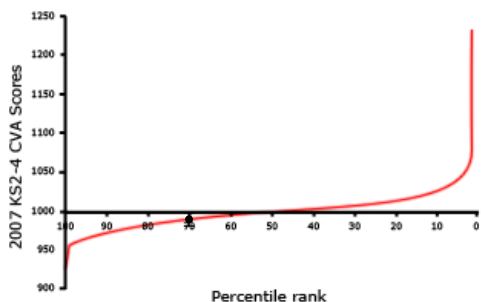
- Preparing to deliver new KS5 specifications in 2008
- Continuing with our programme of Performance Management and monitoring and evaluating this in its recently developed format

5. As a Specialist School we will:-

- continue to set rigorous targets in the specialist areas and monitor the implementation of plans to achieve these
- Deliver our community development plans

6. We will appoint a new Headteacher.

How much progress do pupils make between 11 and 16?

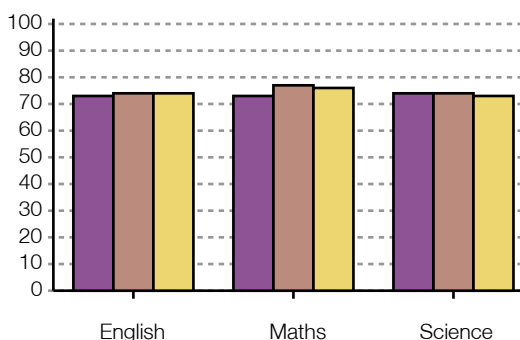


- Our School
- ┌ Confidence interval

The chart shows our school's contextual value added (CVA) score relative to that of other secondary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

Our contextual value added shows that we are achieving in line with expectations.

How well do our pupils achieve at age 14?



This shows Key Stage 3 results for 2007. It shows the percentage of pupils eligible for KS3 tests (usually 14 year olds) who achieved or exceeded level 5.

- Our school
- Local schools (Local Authority)
- All schools

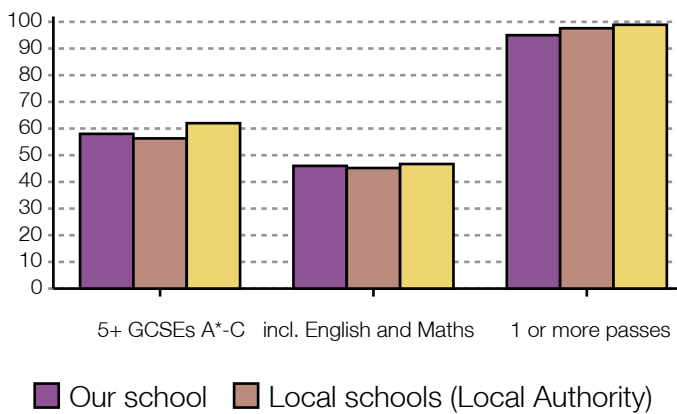
We were pleased with our SATs results this year, which were at or close to targets.

KS3

- English L5+ 73%
- Maths L5+ 73%
- Science L5+ 74%

This year we have admitted both Year 7 and Year 8 pupils. The pupils have settled well into school and their courses.

How well do our pupils achieve at age 16?



This shows the percentage of pupils (who were at the end of Key Stage 4) who in 2007 achieved 5 or more GCSEs (and equivalent) at grades A*-C, 5 or more GCSEs (and equivalent) at grades A*-C including English and mathematics GCSE, and one or more GCSEs (and equivalent) at grades A*-G.

In Year 11 pupils achieve well. Our 5A*-C or more percentage in 2007 was 58% following a continuous rise over the previous three years.

92% of our students in 2007 achieved 5 or more A*-G grades in GCSEs.

This has been achieved where possible by implementing a curriculum that students are genuinely interested in and providing challenging individual targets for every student alongside a learning support system.

How have our results changed over time?

Our 5A*-C % has risen from 43% in 2003 to 58% in 2007

Boys have risen from 39% in 2003 to 54% in 2007.

Our 5A*-G % has risen from 80% in 2003 to 92% in 2007.

Our 1 or more GCSE at Grade G or above is 95% in 2007

How are we making sure that every child gets teaching to meet their individual needs?

- We have a detailed series of liaison meetings with our feeder schools, so that every child is known before they arrive at this school.
 - Data about prior achievement are recorded on our SIMS and traffic light systems.
 - All pupils are tested on intake (NFER tests) as well as reading age tests. SEN pupils are re-assessed regularly.
 - Pupils are placed into broad ability bands so that teaching is matched to ability.
 - SEN pupils are given additional support and personalised programmes of study.
 - Pupils choose programmes of study at KS4, which match their own aptitudes and abilities including personalised programmes for learning.
 - A Gifted and Talented Programme provides additional support for students.
 - Pupil progress is monitored against individual targets (traffic lights system) so that early intervention is possible.
 - All staff are involved in CPD to ensure a wide variety of appropriate teaching methodologies are available.
 - Regular reports, academic review days and parents' evenings ensure a regular exchange of information so that all parties can help pupils and students to optimise their progress.
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How do we make sure all pupils attend their lessons and behave well?

There is a clear policy about attendance and behaviour. Attendance is monitored and an automated first day truancy call system operates. Pupil attendance at lessons is monitored so that internal truancy can be identified. Behaviour systems operate within this school. There are clear expectations set out in all classrooms and pupils understand the consequences of non-compliance. The vast majority of pupils do not challenge the norms of behaviour, but a small minority do on a regular basis. For this reason, alternative curricular arrangements operate successfully in Year 10 and 11.

What have pupils told us about the school, and what have we done as a result?

All pupils are systematically surveyed and the results analysed. These results have been shared with SMT. There is also an elected School Council. This group has been represented at Governors' Meetings etc. The information we have gained has been incorporated into our plans e.g. buildings issues, school travel plan, healthy eating etc. Students have also been involved in the selection of staff.

Pupils and students usually feel safe at the school. Bullying issues do occur, but are usually dealt with promptly by staff. Most pupils and students enjoy being here and feel that they are making good progress. Pupils are actively involved in issues which directly effect them e.g. Year 11 Prom.

How are we working with parents and the community?

Parents are:-

- invited into school before, during and after their son/daughter has been educated here.
- informed of progress regularly.
- able to participate as Governors, Friends (PTA) or helpers.
- communicated with via the Newsletter and student planners. Individual parents are invited into school for specific reasons.
- given an annual survey to gather opinions/suggestions.
- feedback forms following Academic Review Day.

The community forms an integral part of our Community Technology College bid.

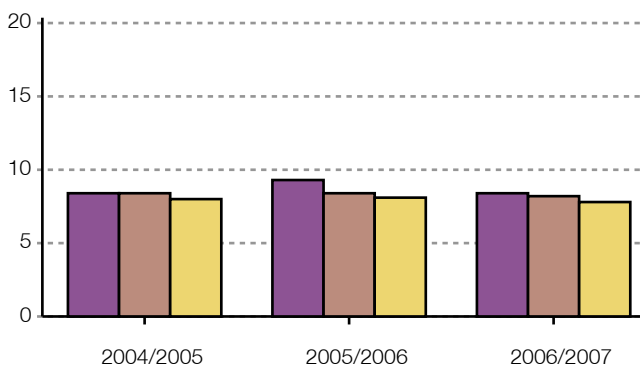
We work with feeder schools, Adult Education, UEA, local businesses for sponsorship, work placements, technology days, visits etc. We have a local business manager on our Community Management Committee. Our community-based activities focus not just on our local community

with activities which range from food hygiene certificates to visiting speakers, but also have an international dimension.

What activities and options are available to pupils?

- There is the full range of curricular and extra-curricular activities at this school, which range from team games to individual sports.
- In Drama there is an annual Pantomime which is written, produced and acted in by the students and pupils as well as small-scale productions in the Drama Block.
- In Music there is a whole range of different ensemble activities from windband to guitar ensemble, choir to strings, including performances and services in the Cathedral.
- There is an Activities Week with a range of activities which is for all pupils in Years 8 and 9.
- There are curricular visits which take place throughout the year.
- Annual trips include ski-ing, sporting events, science museums etc.,
- World Challenge visits to Namibia and the Amazon.

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

■ Our school ■ Local schools (Local Authority) ■ All schools

The school attendance levels dropped in 2005/06 to 90.7%. More than 10% of our students had an attendance rate of less than 80% which has led to us being a target school under the new DfES guidelines.

We continue to work closely with the Local Authority and others to raise attendance levels and decrease the number of students with low attendance.

At the half way point in the year (February half term 2007) attendance is 92.0% which is 0.1 above target and 7.1% of students have below 80% attendance.

We are continuously reviewing our systems to ensure attendance is recorded accurately.

How do we make sure our pupils are healthy, safe and well-supported?

The management structure of the school from Headteacher to Form Tutors ensures that all pupils are covered as individuals. The co-ordinator of PHSE works with pupils and the canteen staff to ensure healthy life-styles, as well as having regard for the pupils personal and sexual well being. The pastoral structure works to ensure that all pupils are safe and supported where necessary. The traffic lights system of academic monitoring enables pupils who start to underachieve to be identified early and appropriate support actions taken. Pupils in the main school have a P.E. curriculum entitlement of two hours per week. Students in the Sixth Form have a rich and varied enrichment programme.

What do our pupils do after year 11?

Further Education (including Sixth Form)	69%
Employment or other	28%
Training	3%

Ofsted's view of our school

Hellesdon High is an improving school which provides pupils with a satisfactory education. Senior staff know its strengths and they know where improvement is necessary, although they are sometimes too generous in judging the school's performance.

Over the last few years standards have been too low and the senior leadership team and other staff have worked hard to make improvements. They have done so successfully. Pupils now make steady progress and GCSE results are rising. The school provides satisfactory value for money.

The school has effective arrangements to evaluate the quality of provision. The quality of teaching is good but the impact of this has yet to be reflected in all examination results. In lessons there is too great an emphasis on direct teaching rather than on pupils developing ideas and thinking for themselves.

The school makes good use of data to track pupils' progress and to predict examination results. This information is regularly shared with pupils and parents but the school does not always use data effectively to evaluate the impact of various initiatives. The school has satisfactory systems to reward pupils for their successes and has sensibly consulted them to ensure these rewards are valued. However, there is still some way to go before pupils feel it is 'cool' to be seen as academically successful.

Behaviour in lessons and around the school is satisfactory. Pupils, parents and teachers say there are times when the behaviour of individuals is unacceptable although this was not seen by inspectors. The school has systems to tackle such misbehaviour but the level of exclusions is too high.

Over recent years the rate of improvement has been good and the school is in a good position to make further improvements.

Date of last inspection: 24-Nov-2005

Ofsted graded our school as satisfactory

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for Hellesdon High School](#)

What have we done in response to Ofsted?

We have produced a post-Ofsted action plan which forms the first part of the Technology College Development Plan for 2006-2008.

- Raising Achievement at KS3, KS4 and KS5.
 - Improving learning by improving teaching methodologies.
 - Improving pupil study skills/thinking skills so that pupils can access better the new methodologies.
 - To improve aspirations to succeed.
 - To address behaviour for learning.
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Information about our sixth form

Our results this year

Those students completing two year courses aged 18 and over achieved an average point score of 626, which is approximately equivalent to 3 grades C at A level. 100% pass rates at A level were achieved in 21 of the 31 examinations for which candidates were entered.

How have our results changed over time?

The average point score has risen even after allowing for the change in the point measuring system. Using the same point score measuring system the average point score has risen from 598 in 2005, to 61 in 2006 to 626 in 2007.

The number of students entered in the same period has grown from 105 in 2005 to 110 in 2007.

What have been the successes of the sixth form this year?

One candidate achieved maximum grades in all new A levels and STEP papers and was accepted to study Mathematics at Cambridge.

All those taking BTEC Business and BTEC Performing Arts achieved distinction.

Eight students achieved a point score of over a 900, i.e. better than 3 A grades and 1 A grade at AS level.

What are we trying to improve in our sixth form?

There is a continuing effort to raise the standards of achievement by :-

- i) raising students' aspirations and consequently their efforts
- ii) improving the range of appropriate courses
- iii) encouraging teaching and learning strategies appropriate to a multi-site Sixth Form where courses taught in a large periods of time
- iv) monitoring student progress at regular intervals
- v) ensuring all students have access to sufficient lessons for each course

What do our students do after leaving the sixth form?

67% progressed to Higher education of whom 12% have deferred entry until 2008.

15% progressed to other further Education courses.

9% progressed to long term employment with training.

8% took up temporary employment while looking for better opportunities.

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 01603 424711

Our website <http://www.hellesdon.net>
