

Sprowston Community High School Profile



Sprowston Community High School

Cannerby Lane, Sprowston

Norwich, Norfolk, NR7 8NE

Telephone: 01603 485266

<http://sprowstonhigh.org>

Local Authority:	Norfolk
Age range:	11-18
Number of pupils:	1750
Head teacher:	Mr Andrew John
Chair of governors:	Mr Stephen Adamson

What have been our successes this year?

- Examination and test results in 2007-08 have shown improvement in all areas. In KS3 standards have been maintained in Maths and Science, with improvement in English, bringing achievement in line with expectations for similar schools. At GCSE 5+A*-C, students achieved a score over 60% for the first time ever (63%), and there was also significant improvement in A-level results.
- Attendance has improved dramatically due a number of coordinated measures, such as a range of rewards for good attendance and the introduction of a 'Fast Track to Prosecution' system for persistent absentees.
- The school has successfully integrated over 300 Year 7 students as a result of schools' reorganisation, has undertaken substantial building work to provide for the increased numbers, and has recruited a large number of new staff.
- In the areas of Sport and the Arts, greater numbers of students have participated in extra-curricular events with significant success, including a large scale musical production and a wide range of sports teams.
- Students have been involved in a number of charitable projects, organising a range of fund-raising activities (eg Kiteto School, Tanzania; Cancer Research; Nelson's Journey) totalling over £19,000 since Sept 2006.

What are we trying to improve?

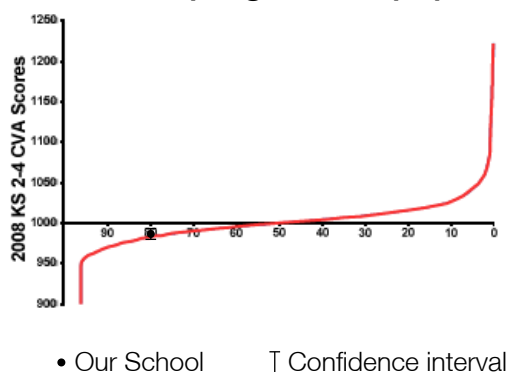
The school's priorities for improvement are divided into three main Themes:

- Voice and Aspiration - to increase students' engagement in their learning, encourage aspiration, strengthen the partnership with parents and carers, develop links with outside agencies and businesses and ensure all colleagues feel valued
- Personalisation - to improve tracking, monitoring and intervention to enhance students' personal development and well-being
- Creative thinking and learning - to enable students to access and use a range of creative strategies to improve their verbal reasoning skills.

In addition the school is working to continue the improvement in examination results, particularly in GCSE 5+A*-C including English and Maths.

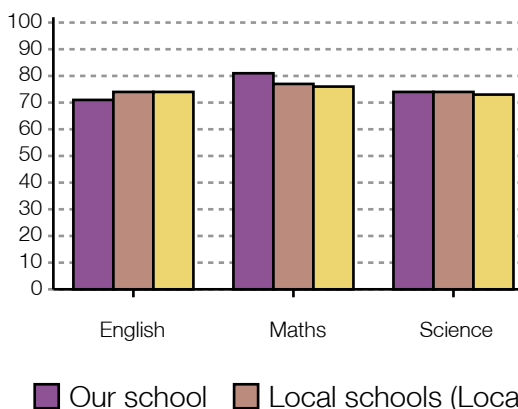
The school is also looking at effective ways of ensuring that all children feel cared for and that their needs are being met.

How much progress do pupils make between 11 and 16?



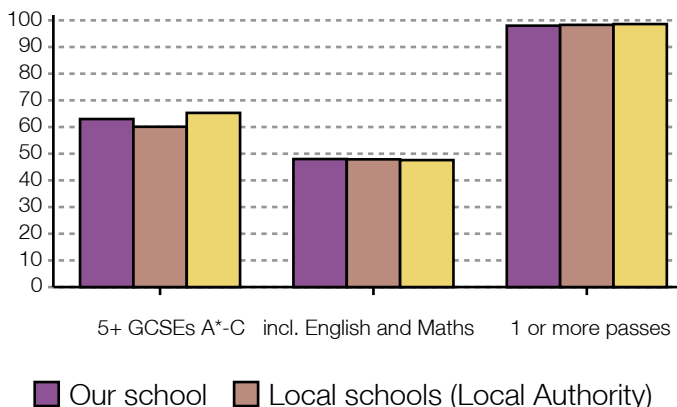
The chart shows our school's contextual value added (CVA) score relative to that of other secondary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which 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.

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.

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 2008 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.

How have our results changed over time?

At GCSE, 5 A* - C results have shown a marked improvement of over 20% in the last three years, from 42% in 2006 to 63% in 2008.

GCSE 5 A* - C including English and Maths have improved from 37% to 48%. The average total points score has also improved over three years, from 293.5 to 413, which is above the national average.

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

In order to ensure that students' individual needs are met, the school has worked to improve the following over the last year:

- Teacher tracking and monitoring, leading to the targeting of specific concerns and more focussed intervention
- Lessons regularly observed by senior and middle managers and also self-assessed to improve consistency of quality of teaching and learning
- The development of the 'Learning Zone' for students with specific special needs
- A robust system of inclusion
- Provision for Gifted and Talented students
- The development of the role of LSA's
- The development of partnerships with external support agencies
- The introduction of learning mentors

- Single sex teaching in certain groups
- Summer schools and study support
- Revision and catch-up classes
- The development of an 'International Student Group'
- Withdrawal from lessons for extra support
- Regular reports to governors about the progress of specific groups of students

How do we make sure all pupils attend their lessons and behave well?

- Closer monitoring of persistent absentees and regularly published figures, as well as system of rewards for good attendance, have led to a significant reduction in absence rates. In addition students feel well guided and supported and want to come to school.
- Strong pastoral support through Form Tutors and Year Heads
- Lessons monitored for behaviour issues
- The school's behaviour policy is communicated clearly to students, with clear incremental sanctions
- An internal inclusion system
- Strong partnerships with external agencies

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

Regular surveys are carried out and show that students feel that they have good relationships with staff and feel safe in school. The great improvement in attendance shows that students are keen to come to school. Some of the main school themes are developed as a result of student input e.g.Voice.

The school has both Year and School Councils which are a forum for ideas and discussion of issues. For example, one concern is the problem of litter around the school, and students are working with caretaking staff to find solutions. This work is part of a wider aim to gain 'ECO-status' for the school. Concerns raised through the Year and School Councils are addressed wherever possible; for example, measures have been put in place to tackle low level disruptive behaviour more effectively, and changes in teaching styles have been developed to place greater emphasis on active learning.

Students are also involved in a wide range of fundraising events, both for outside charities and for school events such as the end of year Year 11 Prom. Students are members of the Arts steering

committee and are involved in decision making in many areas, such as staff interview panels, choosing the school meals provider (which led to a national award).

How are we working with parents and the community?

Parents receive regular pupil progress reports and are invited to both Parents' Evenings and Academic Review Days, where next steps are discussed. At school events questionnaires are distributed and visitors' books available for comments. Staff have regular contact with parents. There is an active PTA which organises fund raising events and contributes towards items which enhance the environment and the curriculum. Parents are invited into school to act as reading partners or to share expertise.

The school has been described as exemplary in its approach to extended school activities, with a wide range of out of school clubs and events, both for students and the wider community. The building is used for a variety of activities at evenings and weekends, including a community choir, community film making, the local heritage group and a number of sports clubs. A Community Education Worker is based at the school.

School staff attend regular cluster meetings and have good contact with feeder schools, who are often invited into school for arts and sporting events. Before starting at the school for the first time, students spend a visit day at Sprowston Community High and teachers attend a number of transition meetings.

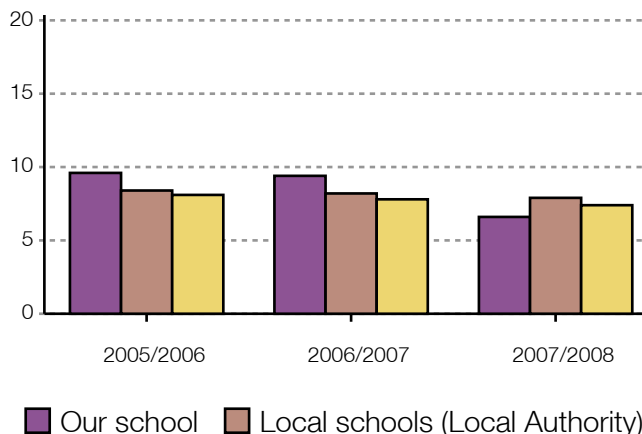
What activities and options are available to pupils?

Students have the opportunity to join a wide range of sports, arts and other clubs during and after school, including a samba band, jazz group, sports teams, gymnastics and animation. They are also able to take part in visits both locally and abroad, to venues such as Whitlingham Broad, Bramley Lakes, France and Germany. There are regular school productions and concerts, the most recent being a performance of 'Return to the Forbidden Planet'. Students are also involved in a number of charitable events, raising funds for outside charities and for school events, such as the end of year Prom.

Study skills sessions are organised, as well as homework clubs and course work 'catch up' sessions. During the exam period regular intensive revision groups are held.

When making option choices, students are able to choose to study single, double or triple sciences, and can select from Spanish, French or German as their modern foreign language. 44% of the cohort chose to study a modern language at Key Stage 4. They can also choose whether to study a mainly GCSE based course, mainly BTEC or from a number of vocational options such as apprenticeships. Our 14-19 curriculum is regarded as outstanding, with a choice of 5 Learning Pathways.

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.

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

The school takes all forms of security very seriously. Visitors are required to sign in and wear a badge and those not doing so are challenged. Guidelines on internet security are carefully followed, as well as those regarding anti-bullying, sex education and substance abuse.

There is a clear pastoral support system through Form Tutors and Heads of Year, and one of the Deputy Head teachers has specific responsibility for the Every Child Matters agenda. Students have said that they feel able to talk problems over with staff and that their concerns will be addressed. Students are encouraged to walk to school through the school travel plan and measures are being put in place to ensure that they feel safe when travelling to school by bus. The school is working towards Healthy School status. Students were involved in choosing a new school meals provider in order to have a wider choice of healthy meal options.

A good variety of sporting activities is available, both in and out of school. All students are encouraged to get involved in sporting activity. An annual Sports Awards Evening is held, during which students receive awards not only for sporting achievement but also for enthusiastic involvement in sport.

What do our pupils do after year 11?

Most recent data shows that over half of the Year 11 students continue their education at the Kett Sixth Form. A significant number also continued their studies at Norwich City College. The remainder (approximately one third of the cohort) find employment, many with an element of training or an apprenticeship. A very small number of students fall into the NEET category (not in employment or training).

Ofsted's view of our school

The school is in the process of considerable change. Following two years of disappointing results in Key Stage 4, effective systems are being put into place to raise standards. These systems have largely been instigated by the newly appointed headteacher who has quickly gained the respect of pupils, teachers and parents since joining the school at the beginning of this academic year. However, the full impact of these developments has yet to be seen. So, although there is good capacity for improvement, the overall effectiveness of the school is currently satisfactory. This emerging improvement is also reflected in the satisfactory judgement for leadership and management. There is secure financial management and the school is providing satisfactory value for money.

Students' achievement is generally sound in relation to their starting points and standards are broadly average. Students' personal development is satisfactory as, while the school is making good progress in improving behaviour, there is still more to be done. Of the relatively small proportion of parents who responded to the questionnaire the majority were concerned about the behaviour of students. The behaviour seen around the school and in lessons was satisfactory but there were instances when students became bored and uninterested. Several students commented that this lack of interest occasionally disrupts learning for other students. The school is aware that more opportunities are needed for students to be actively involved in class work so they can get greater enjoyment from the lessons and take more responsibility for their learning. It recognises the need to develop greater consistency in the level of behaviour expected and in the application of agreed behaviour management strategies. Students are making satisfactory progress overall and the school recognises that greater consistency is also needed in the quality of teaching to improve the impact of teaching beyond satisfactory and thereby raise standards further.

The curriculum, and care, guidance and support provided by the school are satisfactory with some good features such as the development of reward systems and the choice of courses in Key Stage 4. Some aspects need further development, particularly the way targets are set and the information that is given to students about how they can improve their work further. Students feel safe and are encouraged to adopt healthy lifestyles. Good opportunities are provided for students to contribute to the community through the school and year council and fund raising activities. Students are prepared satisfactorily for life beyond school.

The Performing Arts and Media specialist status of the school is contributing significantly to the quality of education provided by the school. Many students praise the high quality of teaching and care shown by arts staff and the excellent range of arts experiences.

Date of last inspection: 22-Feb-2007

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 Sprowston Community High School](#)

What have we done in response to Ofsted?

The most recent Ofsted report pointed out 4 main areas for improvement:

- Increase students' enjoyment through engaging them more fully in lessons and giving them more responsibility for their learning
- Improve behaviour by increasing consistency in the level of expected behaviour and in the way it is managed in class
- Raise standards through clear targets and more communication with students as to how to improve
- Clarify the roles of Sixth Form managers to improve tracking and individual student monitoring

The school has responded as follows:

- Stronger emphasis on the ECM agenda, including the arts, sport and citizenship. More opportunities for student voice to be heard. WALTs and WILFs more explicit.
 - Behaviour has improved throughout the school due to the development of a more coherent system led by classroom teachers and monitored regularly by Heads of Year and Faculty
 - Students are being given clearer targets and a greater voice. A wide range of strategies have been introduced to ensure students understand what is expected of them.
 - Job descriptions for Sixth Form managers have been reviewed, with clear allocation of responsibilities as regards academic tracking and monitoring
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Information about our sixth form

Our results this year

Sprowston sixth formers attend the Kett Sixth Form College, which is a collaborative venture jointly run with Sewell Park College and the Open Academy. Teaching is shared across the three sites, and students move from site to site for individual lessons. The following results are for those Kett Students registered at Sprowston High and are for 2008:

GCE A level entries 136. Passes with A-E grades 99.3%; passes with A-C grades 70.9% Average points score per entry 217.7. Applied A Level entries 8; A-E 100%. Average points score per entry 191.3. Applied (double) 2 entries - A-E 100%. Average points score per entry 390.

At AS level the results were: Entries 357: A-E grades 88.2% ; A-B: 29.7%. Applied AS entries 16: A-E 75%. Applied Double AS entries 5: A-E 80%

How have our results changed over time?

Results at A level in 2008 across the Kett were the best ever achieved in the seven years of its existence. At A2, 89% of subjects entered had 100% pass rate as opposed to 79% in 2007 and 68% in 2006. 50% of subjects had more than 70% of their students achieving grades A-C. Of the original 17 Year 13 potential underachievers, 53% achieved or exceeded their original targets and 18% achieved better results than staff predicted. We also had in Year 13, eight students who bettered their targets by three grades or more. AS results have in the past tended to mark time: however our pass rate has risen from 78% in 2007 to 89% in 2008. It was 81% in 2006 and 79% in 2005.

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

Results have improved in most subjects this last year, with A level passes surpassing the national average for the first time in the history of the joint sixth form. The 99.3% A-E grade pass rate compares with a national figure of 97.5%, and the A-B grade rate of 47.8% is 0.4% above the national average.

AS results also showed a marked improvement, with the pass rate improving by 11 percent. Retention was high, at 96 percent at A level, and above the national average between years 12 and 13. Pass rates are high in some BTEC courses, with the First Diploma Travel and Tourism achieving 100 percent distinctions. Students engage well with the wider community, including organising a Charity Week, while some take responsibility for younger peers within the school.

What are we trying to improve in our sixth form?

We are working to improve teaching and learning across the sixth form, in particular to achieve more consistent application of Assessment for Learning strategies and more specific feedback from staff to students. We need to improve attendance, and are rebranding the role of the personal tutor. We are working to improve mathematics results at both AS and A2, and are working with year 12 students to improve AS results in Geography, History and Double Business. Overall we are aiming to develop a culture of academic and enthusiastic learning so that all students reach their full potential.

What do our students do after leaving the sixth form?

Destinations of students leaving at the end of 2007-8 are as follows:

University 65%. Gap year 9%. Employment 14.5%. Unknown 5%. 5% return for another year after Year 13 to retake courses.

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 485266

Our website <http://sprowstonhigh.org>
