

# Evesham High School Profile

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## **Evesham High School**

Four Pools Road

Evesham, Worcestershire, WR11 1DQ

Telephone: 01386 442060

<http://www.eveshamhigh.worcs.sch.uk>

Local Authority:	Worcestershire
Age range:	13-18
Number of pupils:	902
Head teacher:	Ms Caroline Browne
Chair of governors:	Mrs Frances Smith

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## **What have been our successes this year?**

We were pleased to appoint a new Headteacher, Ms Caroline Browne, in September 2008, as well as new teachers in Science, DT, maths, psychology, PE, English, ICT and RE , two Teaching Assistants in our very strong SEN team and a new administrator.

Our summer 2007 results were very good: our Year 11 students achieved 65% 5x A-C (the best in the school's history) and our Y13 students achieved 100% pass rate. The level of progress made by all students was also above the national average. Attendance rates are high and getting stronger each year.

We were very pleased to welcome back the highest number of students ever into our Sixth Form, both from our own Year 11 and from further afield.

We have been recognised by the DCSF as a High Performing School and have successfully added Maths and Computing as a second specialism to that of Sports specialism.

As a result of our Sports College status we have increased community activities and opportunities to develop Young Leaders. For the More Able we have also started a series of Masterclasses with our partner Middle schools.

Our production of 'Broadway nights and City Lights' was a great success and involved students from two of our partner schools as well as our own.

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## What are we trying to improve?

In our School Improvement Plan we aim to make our good school an outstanding one.

We want to raise achievement in English at Key Stage 4 so that a higher percentage of our students gain 5x A-C with English and Maths included.

We are looking to add more vocational courses at Level 3 and 2 to extend the range we offer at 16+ . This will allow us to broaden our offer in the Sixth Form so that all abilities and interests have a bigger choice. Our success in our Consortium offering Diplomas will add to our provision.

We want to give our students more skills to become independent learners and leaders, by involving them more in planning their own future and work and giving them opportunities to contribute to whole school development. To do this we are developing staff expertise in new learning models and developing 'Student Voice' in our school developments.

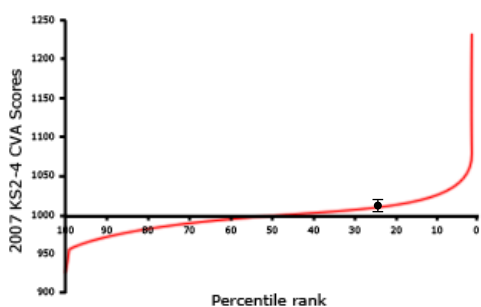
We are working more closely with our partner schools at a strategic level so that we can share ideas and resources as well as events.

We have short and long term plans to improve the environment, including the building of a new Arts centre and improving the social and formal learning spaces for students.

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## How much progress do pupils make between 13 and 16?



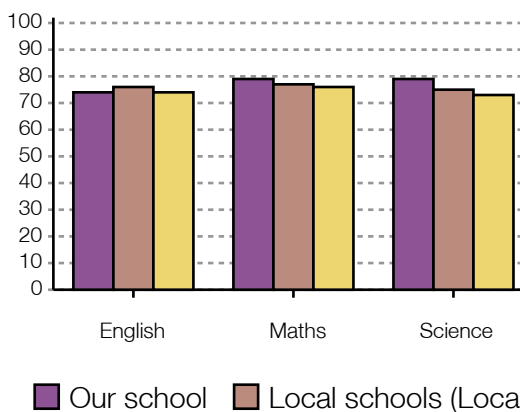
- Our School
- ┃ Confidence interval

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.

The graph shows that our school has helped students achieve levels beyond national expectations.

Our students are making good progress

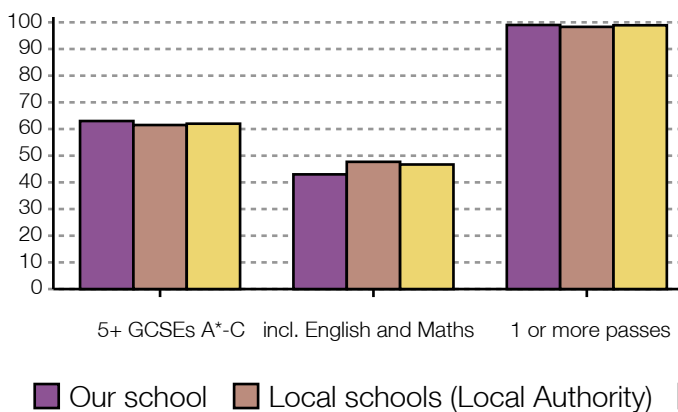
### How well do our pupils achieve at age 14?



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 Key Stage 3 results show that students are achieving national averages in English at the end of year 9 and higher than average in both Science and Maths.

### 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.

At GCSE or equivalent our students achieve generally as well as students across the country. However we do want more of our students to achieve grade C or above in both Maths and English.

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## **How have our results changed over time?**

At Key Stage 3 we have maintained a steady improvement and now have some of the strongest results in the County.

At Key Stage 4 our A-C percentage has increased by 10% over the last five years. Our ICT results have improved to be the best in the local authority for value added.

At Key Stage 5 (16+) our retention and pass rates continue to get stronger.

For those students for whom GCSE courses are not appropriate we have achieved NVQs in an increased range of vocational opportunities, Entry Level qualifications and COPE awards.

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

### Curriculum organisation

Not only do we ensure a broad and balance curriculum with a wide range of subjects, but when students have options to choose at the end of Year 9 and 11, we ensure that they have open choice and good quality advice from staff and the careers service, Connexions.

We also arrange students in ability or talent groupings when that is appropriate for maximising learning and achievement.

### Learning delivery

Staff increasingly use a range of teaching processes to meet individual learning styles and encourage students to develop as independent learners. This would include: technology such as web construction and videoing for self and peer assessment.

### Supporting Special Needs

Students' talents and achievements are identified on entry to the school (without assuming that we will not learn more about them as they take up broader opportunities at the school). This allows us to offer one to one or small group support as appropriate, and specialist intervention.

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

First we make sure that students see school as a place where they are welcome and can succeed.

Relationships between students and adults are good.

We celebrate good attendance and set high targets for individuals, year groups and the school. Those whose attendance is poor, especially under 80% which seriously affects achievement, are given extra support.

Second we aim to make lessons both engaging and challenging, for all abilities. We reward achievement, progress and behaviour with merits, House points, certificates and prizes. We also use a range of sanctions from detentions, through community service to isolation in our Time Out Centre. Students who do not support the school community will face exclusion.

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

Through School Council, Year 'Councils' and informal surveys we gather students' thoughts on improvement and gain feedback on current provision and some of our plans.

Food and dining arrangements: we are looking to encourage more to stay for a balanced and healthy lunch by responding to requests for 'favourites'. If more stay on, there will be even more choice.

Environment &ndash; the mini astro has been a great success, offering more opportunity for ball games at break and lunch. We have increased outdoor seating areas.

With the input of Year 'Councils' we are starting a major refurbishment of toilets and considering up-grades to the common rooms. The students themselves are planning how they can help to monitor and care for these improved facilities.

In our plans to make some changes to the school day, we have altered our plans to the lunch time based upon their feedback.

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## How are we working with parents and the community?

Evesham High School is a community school and strives to provide education that meets the needs of its local community.

Keeping parents informed: termly Sportswatch, half-termly newsletter, termly Individual Pupil Up-dates of students' progress. Involvement in Pupil Support Programmes.

We have a strong partnership with our local first and middle schools and fortunate to have strong and developing links with our campus schools: a nursery, first, middle and special school.

We have a well-developed Gifted and Talented programme, Young Leader programme, Duke of Edinburgh Award and Aim Higher programme (promoting Higher Education).

Many Community projects take place, like the recent intergenerational project sharing Evesham's history; drama and music productions and choir festivals with local schools.

Community learning has also increased through our Sports College specialism, e.g. Lads and Dads, facilities available for external use, Tots trampoline club.

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## What activities and options are available to pupils?

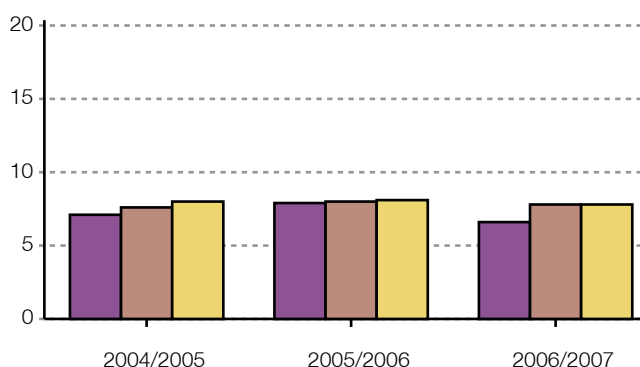
There are a wide range of activities available to students. Students are able to participate in drama productions, concerts, bands and choir. Music lessons are arranged for a wide range of instruments and to all levels. Other activities outside the normal curriculum include PE (Breakfast club leading to GCSE PE and a wide range of different sports), Duke of Edinburgh Award, ICT, Art, Homework club, Book club, Library and Careers Library. Many school trips are offered from field courses e.g. Biology, Geography, educational and cultural trips e.g. Berlin (History), Spain (Language and Sport) to ski trips.

Visits and activities for the Gifted and Talented occur throughout the year. Trips to Higher Education institutions and Universities are available.

There are also an extensive revision and catch-up programmes for all year groups.

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## 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

Our students are absent from school less than both the national and Worcestershire average and our attendance rates still improving. We set ourselves challenging attendance targets because we know that students' chance to succeed and gain qualifications is seriously hampered by absence.

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

Each student has a Tutor and a Year Head. Our SENCO leads an experienced team of Teaching Assistants who give individual and small group support, in and out of lessons. We also use a wide range of other professionals for mentoring and supporting students and their families.

We have a student bullying support team to support our bullying policy and regularly use our assemblies to stress the value of the strength in supporting each other as a community.

We have an intervention programme which supports students who are significantly underperforming or who are having difficulty coping with school work or life.

Through assemblies and PSE course raise awareness of health and safety issues. Invite in guest speakers for curriculum events. Includes police, community environment officers, nurse, sexual health officers.

We have a well developed programme of career advice.

Through the subject curriculum we provide practical opportunities for students to develop their health, safety and personal learning awareness, e.g. in PE we focus on healthy eating (and in Food lessons), personal health and fitness and problem solving. In Science we focus on healthy living.

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## **What do our pupils do after year 11?**

77% of our Year 11 students went on to study in the Sixth Form or at colleges of Further Education.

13% of students went into employment.

10% chose an alternative pathway.

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## Ofsted's view of our school

Evesham High School is an effective and inclusive school where students flourish in a caring and supportive atmosphere. From entering the school with broadly average attainment, students achieve good standards at Key Stage 3 and Key Stage 4. They make good progress overall. This is as a result of predominantly good teaching which engages students and promotes their enjoyment of learning, together with a sharp focus on timely interventions when students are off-track. Achievement is improving, particularly at Key Stage 4, as a result of the school's robust improvement strategies. However, standards and achievement in mathematics at Key Stage 4, although improved, are still below those expected. Standards and achievement in the sixth form are average but rising. The school's aim to help pupils 'enjoy and achieve' is clearly evident in the school's ethos, being successfully translated into many of its actions, both in lessons and through the extensive range of extra-curricular opportunities provided. Specialist sports status has contributed significantly to the realisation of the school's aims for increased student participation and enjoyment.

Students are positive about their experiences and feel that they are well taught and cared for. Relationships with their teachers are strong. Care, guidance and support for students are outstanding because of the effective support provided, together with excellent academic monitoring and guidance to achieve individual targets. There are many useful opportunities for students to assume responsibility and contribute to school life which are significantly enriching their personal development.

The Key Stage 3 curriculum is broad and balanced and meets the needs of students well. Provision for Key Stage 4 and beyond is good especially in literacy, numeracy and information and communication technology (ICT) but is more limited in terms of vocational options.

The headteacher is an effective leader who articulates a clear vision for the school, which is shared by the staff. He is well supported by a strong senior team and they have a mutual understanding of the school's strengths and weaknesses and a shared view of the strategies required to improve further. However strategies to improve teaching have not yet been fully evaluated in terms of their impact on learning. This is a reflective and improving school and there is strong capacity to improve further.

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Date of last inspection: 23-Nov-2006

Ofsted graded our school as good

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



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

## What have we done in response to Ofsted?

OFSTED said that provision was good but that we could improve the range of vocational courses we offered. Already the school has introduced Public Services in Y12 and will be offering BTEC in Business and Sport at KS4 and BTEC Music and Applied Business Studies in the Sixth Form. We have also extended our alternative vocational curriculum at Key Stage 4 through strengthened links with local colleges.

Our strategies to improve teaching were recognized but OFSTED wanted us to be clear about the impact these strategies were having. One of our strategies has been to improve our targeting setting and reviewing progress with students. This was particularly successful in Maths last year.

We have also made extensive improvements to our tracking and support of our Sixth Form students. We have improved registration and absence monitoring procedures. We have increased the number of opportunities to check progress formally and take appropriate action for praise or to support underperformance. We have introduced an intervention support programme with regular snapshots of performance for all students.

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# Information about our sixth form

## Our results this year

We were very pleased with our 100% pass rate, which reflects our determination to support the achievement of all ability students in our Sixth Form. This also had the effect of encouraging more students to stay on for further education.

Our results also show that our average points score and A-C passes has improved yet again. Standards and achievement have raised in most subject areas.

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## How have our results changed over time?

Our 16+ results have continued to improve in overall pass rates, A to C passes and in Points score.

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

As already indicated in our general successes and OFSTED action we have increased numbers staying on in the Sixth Form and have good retention rates. Our results are evidence of our continuing high quality support and care, as well as strong Information, Advice and Guidance processes. We have ensured that all students have clear career plans.

We have increased take up through the development of the ICT and the new Public Services course.

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## What are we trying to improve in our sixth form?

We are redesigning our tutoring programme so that it provides individual and small group coaching and mentoring sessions. We also want to improve our students independent learning skills are are thus planning activities to support this. We are introducing structured private study sessions to support them as successful learners..

We want to use the development of the diplomas within our consortium for us to develop further our idea of different pathways for different students in our Sixth Form.

For staff we intend to share best practice in teaching at 16+.

## What do our students do after leaving the sixth form?

The majority of students who leave our Sixth Form go on to Higher Education.

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### 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 01386 442060

Our website <http://www.eveshamhigh.worcs.sch.uk>

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