

Haven High Technology College Profile

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Haven High Technology College

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<http://www.hhtc.org.uk>

Local Authority:	Lincolnshire
Age range:	11-16
Number of pupils:	755
Head teacher:	Mr Adrian Reed
Chair of governors:	Mrs Jayne Coddington

What have been our successes this year?

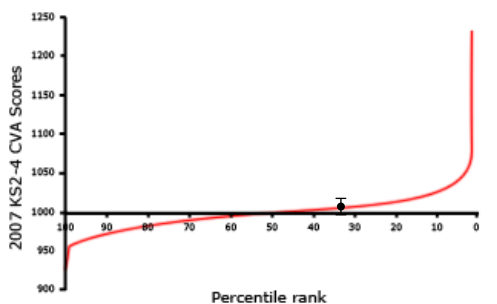
Exam results for 2008 have continued to show progress with 49% of students gaining 5 or more A* - C with 33% having 5 or more top grades including English and Maths. These results far exceed any in the college's history. The average number of GCSEs taken by students was 11 and for the third year running, a number of these students achieved individual success in gaining up to 14 top grades at GCSE. 98% of students gained at least one GCSE and 87% gained 5 A* - G grades. The contextual value added ranking for KS2 to KS4 places the college in the top 19% of schools nationally. All three core subjects are showing a continuing upward trend, with Maths being particularly pleasing. The use of ICT is a key tool in all work, with interactive whiteboards in every classroom, laptop registration, and Internet access through wireless network. The college's links with stakeholders has increased significantly since becoming a Full Service Extended School in 2005 and parents are becoming increasingly more informed through the college's Virtual Learning Environment. The OfSTED inspection in January 2007, recognised the tremendous improvements made, making particular note of KS4 achievements and scoring good in every category.

What are we trying to improve?

The college continues to put strategies in place to improve exam performance even further for the next year and will continue to prepare and enter students for Adult Literacy and Numeracy and early entry in year 10 for GCSE's such as English and Maths. Through additional 1:1 tuition and collaborative working, we are aiming to continue to improve the percentage of students who achieve 5 A* - C including English and Maths. The college aims to improve conversion rates for the core subjects at KS3.

Through Assessment for Learning and Academic Tutoring the college will continue to ensure that students are aware of their current levels and what they need to do to improve, engaging with all stakeholders. We want to improve the target setting process, making it clear to students what they need to do to improve to the next level. Through the development of the Virtual Learning Environment, systems will be put in place enabling parents/carers to access information about their child regarding attendance, academic levels, homework and reports. The college will continue to work in partnership with parents/carers to improve attendance levels.

How much progress do pupils make between 11 and 16?

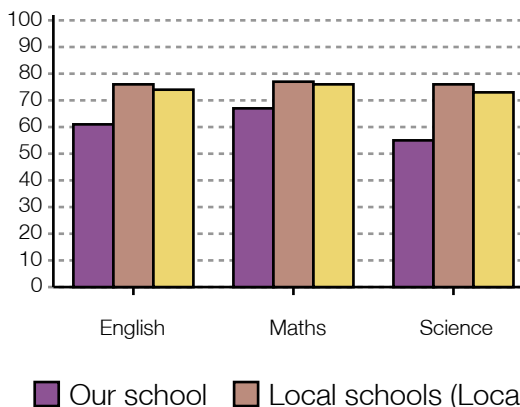


- Our School
- ┌ Confidence interval

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.

The college is very pleased with the progress students make from KS2 - KS4. Students enter Haven High with attainment which is below average, especially in English. Around one third of students join the college after the beginning of year 7, many with little or no English. With that in mind, students make good progress with the contextual value added placing the college in the top 30% of schools nationally, achieving results significantly higher than expected, and the college's results have improved year on year. Students with learning difficulties and disabilities also make good progress. Those for whom English is an additional language make progress in line with expectations and often better. Some students who were making very good progress had the opportunity to fast track and to take some exams early this year.

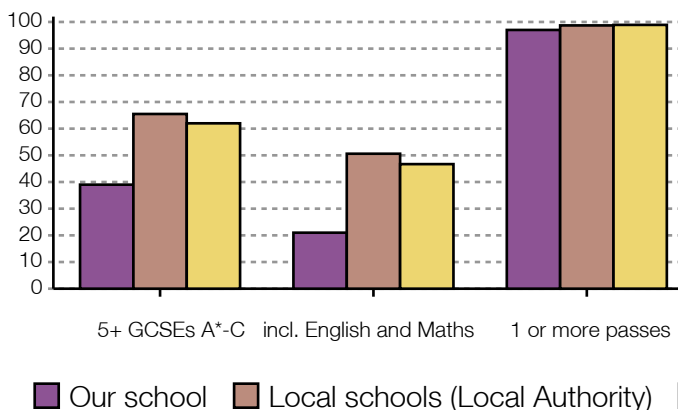
How well do our pupils achieve at age 14?



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.

While KS3 results in English, Maths and Science are below average, they show an improving trend, which is broadly in line with national results. All core subjects showed a significant increase in the percentage of students achieving a level 5+. Both English and Maths comfortably exceeded their targets while Science was very close to achieving their target. Nearly half the year group achieved level 6+ in Maths. Students with learning difficulties and disabilities also make good progress. Those for whom English is an additional language make progress in line with expectations and often better. (2007 KS3 results).

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.

Although the students' achievement is good compared to their ability when they start in the college, by the end of year 11 students overall attainment is below average for 5A*-C. However, there is an improving trend over the last few years and 2008's results are particularly good considering the influx of students during the last five years. Only 78% of students were on the college's roll at the start of year 7, 6% joining during the last two years at Haven High. Student progress is very good placing the college in the top 31% of schools for contextual value added. The college was pleased with the 98% of students who gained at least one GCSE, placing the college in line with national results. An increasing number of students are being entered early for GCSE exams in Maths and English. Many students gained 11 or more GCSEs.

How have our results changed over time?

Due to the college's student tracking system, we are able to ensure that students stay on target and if necessary, put systems in place to ensure every student reaches their potential. The college focus on Learning and Teaching, the support from our team of advanced skills teachers, an extensive study support programme and a huge investment in Information Technology, have all helped improve greatly the results of the college over the last 5 years. Individual subject results and whole college results are showing a rising trend and the contextual value added performance is very good. There has been a rising trend in student attendance and the number of unauthorised absences is down.

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

Information Technology, used to good effect in all rooms, ensures that all students are engaged and interested in their learning. Staff have regular, specific training for Gifted and Talented, English as an Acquired Language, and for students with learning difficulties. The college's team of non-teaching pastoral staff are available to work with individual groups of students to ensure that there are no barriers to learning. Members of the senior leadership team have responsibility for groups of students and heads of faculty report regularly on their achievement. The college's large number of teaching assistants who work in faculties or with individual students, ensure that all students have the help they need to access the curriculum. Our most able students are placed in express groups with the aim of fast tracking towards early exam entry. Others gain from smaller mixed ability classes and those with specific learning difficulties are helped by individual 1:1 support. Two members of staff, speaking 4 languages between them, support the EAL students. "Pupils with learning difficulties or disabilities also make good progress." OfSTED 2007

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

The college uses an electronic registration system, which records attendance for all lessons. The college employs an experienced education welfare officer, who contacts home on first day of absence and meets with parents/carers of poor attenders. She works closely with the Education Welfare Service, who has office space in the college's Multi-Agency Centre, to support those few students whose attendance is of concern. The college's pastoral system, which has been praised by OfSTED, are non-teachers, who have the time and opportunity to work proactively to ensure good attendance and behaviour. The college has a very clear behaviour policy, which is adhered to by most students. The few students who behave inappropriately, are given an exclusion in the college's exclusion centre, where they continue with their studies. Senior staff are available each lesson to support staff in the classrooms.

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

A student voice survey indicated that some parents felt there was not enough homework given. As a result of this, homework has been a major College focus. Changes have been put in place for years 7 and 8, whereby they continue to have weekly English and Maths homework, but have extended project work, allowing personal choice covering all other subjects. Parents/Carers can also access homework on line through VLE. The student council requested more facilities for bookable ICT provision so mobile laptops are provided to support the work in class. Students wanted to be better informed of their current levels and how they could make improvements. This has been greatly improved through academic tutoring, where students meet with their tutor and parent/carer formally twice per year and informally when necessary, to discuss progress and set future targets. Students have been involved for the third year in a survey produced by Kirkland Rowell

How are we working with parents and the community?

The College gathers views from parents by regular questionnaires and reports back to parents through the college newsletter, which is published 6 times a year. The number of parents attending meetings to discuss the progress of students has increased through academic tutoring with 87% of parents attending the final meeting of last year. Parents can access information about homework and important dates through the college website. Haven on Line and the college provide many different courses for the community and facilities for meetings or conferences. There is a very successful programme of primary liaison events and cooperation with partner schools through Technology Specialist Status and through the federation with Carlton Road Primary School. The number of services that the college offers is continually increasing through Full Service Extended School provision. Some of Haven High's staff teach at the federated primary school and there are an increasing number of shared events.

What activities and options are available to pupils?

There are extensive extra curricular sporting activities at lunchtime, after school, weekends and holiday periods. Students have the opportunity to go on numerous trips during the year. The college offers free music tuition and financially supports students who are talented in sport. Students are encouraged to compete in county and national events. There are many clubs at lunchtime. The library is open for students at lunchtime and after college offering support for homework. Support is offered to targeted students in year 9 and an extensive study and support programme is in place for year 11 students in the year leading up to their final examinations.

Various musical clubs are available and students have performed in college concerts as well as Boston events such as 'Party in the Park'. Year 11 students are rewarded for extra revision sessions by taking part in residential revision conferences. From year 9, can choose from a wide range of academic subjects, and vocational choices such as Salon Services, Motor Vehicles and Construction for GCSE or vocational study.

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

While our attendance figures are below national average, there has been major improvement over the last few years. The college has an electronic registration system, which enables instant access to students who have not arrived to college. The attendance officer and pastoral staff are then able to contact home on the first day of absence. Analysis of attendance data enables efficient tracking of students whose attendance falls below 90%. Dedicated college staff support Education Welfare Officers working with students whose attendance falls below 80%. Since September 2008, the college employs an experienced education welfare officer who has already made improvements to current attendance figures.

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

Healthy eating has been fully embraced in the college through having Healthy Schools Status. Most students cycle or walk to college and the college has a successful travel plan through which many changes have been made to pedestrian and vehicular access ensuring the safety of the students. Students have two hours per week of compulsory PE lessons and the college offers a free 'Saturday School of Sport'. A healthy lifestyle is promoted through many lessons. Sex & Relationship and Drug Education are important.

New students are integrated into school through a carefully managed induction process, ensuring they are welcomed and placed in the correct classes. Students for whom English is an acquired language are supported through a team of 2 specialist teachers. All new students are offered a 'buddy' to help them settle. The college, through an innovative pastoral system, deals with any bullying issues promptly and promotes a 'tell culture' where students know who they can turn to for help or advice. All pastoral staff, as associate members are available all day to help and support students.

"The college provides good care, guidance and support, with some outstanding features." OfSTED 2007

What do our pupils do after year 11?

Last year 95.3% of our students were either in employment, with or without training, at college or at 6th form. This figure has increased over the last 4 years from 74% in 2002, rising to 89% in 2007 to 94% last year. An increasing number of students continue their education in the 6th form of the local grammar schools. Last year only 6 students left without going on to further education or employment or training.

Ofsted's view of our school

The college provides a good education for its pupils, with some particular areas of strength. The college's evaluation of its work is good, drawing on regular and rigorous reviews which are soundly based on the analysis of pupils' performance. Inspectors agree with the college's judgement of its work. The headteacher, governors and senior staff set a very clear direction for the college, and future development is thoroughly planned according to an agreed vision. All staff share the vision established for the college. The strategies developed to improve pupils' attainment have been successful and achievement is good. Standards are rising and, by the end of Year 11, progress is good. As yet, progress to the end of Year 9 is slower and standards remain below average, particularly in English and science. The college works hard to provide for pupils with a very wide range of needs and ensures that they make good progress.

Pupils generally behave well and understand the need to adopt healthy and safe lifestyles.

However, although attendance has improved as a result of a strong focus by college staff, it is still too low to ensure continuity of learning for some pupils. Pupils' views are successfully taken into account, particularly through the College Council and questionnaire responses. Teaching and learning are good overall. Generally, pupils are challenged and enjoy their lessons. However, there is some inconsistency in teachers' planning to develop pupils' literacy skills and in the use of marking to help pupils improve their work. The curriculum offered to Years 10 and 11 is broad and caters very well for a wide range of needs. There are good opportunities for pupils to take part in additional activities and a very good programme to support study out of lesson times. Technology specialist status has expanded the college's facilities, particularly in information and communication technology (ICT), and has raised expectations generally. The use of non-teachers in pastoral

support roles enables rapid response to pupils' problems. However, as yet, tutor time is not used consistently enough to ensure that pupils are ready to make the most of their lessons. There is increasingly good liaison with primary schools, greatly assisted by the recent federation with a local school. The college has outstanding partnerships with a range of other schools, organisations and agencies which successfully promote the well-being and achievement of pupils. In particular, the provision of extended school services on site is already improving the accessibility and responsiveness of support to pupils and families from other professionals. Senior leadership of the college is very good. Senior staff and subject leaders have good systems for evaluating performance in their areas of responsibility and know their strengths and weaknesses. The college has made good progress on most of the issues from its last inspection and substantial improvement recently so that it provides good value for money. There is good capacity to improve further.

Date of last inspection: 18-Jan-2007

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 Haven High Technology College](#)

What have we done in response to Ofsted?

The college was last inspected in January 2007. The team recognised the tremendous improvements since the previous inspection in 2001. All categories were graded as good.

"The college provides a good education for its pupils, with some particular areas of strength...The headteacher, governors and senior staff set a very clear direction for the college...All staff share the vision established for the college." OfSTED 2007

Information technology has been embedded across the college emphasising the technology ethos of our specialist college. The college has had a high focus on teaching and learning and all subjects are taught by specialist staff. There is a broader range of courses including vocational courses. The innovative use of pastoral staff has had a positive impact on behaviour, attendance and punctuality to lessons. An action plan has been drawn up to further improve attendance, KS3 results and diagnostic marking, and to improve the quality of tutor time.

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 01205 311979

Our website <http://www.hhtc.org.uk>