

# Litcham High School Profile

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## Litcham High School

Church Street, Litcham

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<http://www.litchamhigh.norfolk.sch.uk>

Local Authority:	Norfolk
Age range:	11-16
Number of pupils:	593
Head teacher:	James Neale
Chair of governors:	Brian Cole

## What have been our successes this year?

Our OfSTED report (March 2005), acknowledged that "this is a very effective and inclusive school where student achievement is outstanding".

Following on the second best GCSE results in the school's history, the school was, again, placed in the Specialist Schools Trust's 'Value-Added Club', in recognition of the 10%+ added to students' attainment from Key Stage 2 to Key Stage 4.

Key Stage 3 results were excellent too, achieving or exceeding challenging targets in all core subjects and ICT.

Much work was completed to improve the buildings and the learning environment. A new eight classroom teaching block provides excellent accommodation for English, MFL and RE. A spacious new science laboratory and music room have significantly enhanced provision in both subject areas. Virtually all rooms have been equipped with inter-active whiteboards. A large new hard play area provides a versatile facility for the PE department.

## What are we trying to improve?

Excellent teaching, leading to effective learning and under-pinned by pastoral care and guidance which provide a caring, disciplined and structured work environment, lie at the heart of all we do. We are, therefore, committed to the continual review and improvement of the quality of teaching and monitor regularly the quality of students' learning.

Much of our success in bringing the best out of students can be traced back to the excellent working relationship we have with our feeder primary schools. We will build on the very productive relationship within the science area, by extending the good practice to the new specialism in modern foreign languages.

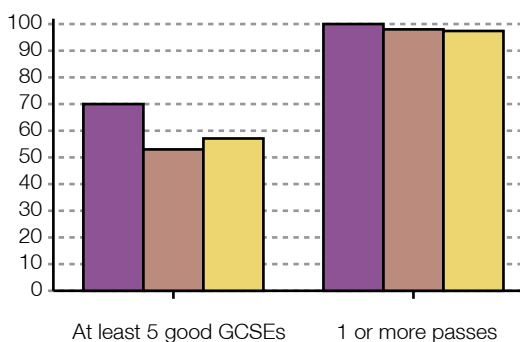
In respect of the site and buildings, we need to refurbish the food technology room and the hall. Long term, we want to improve indoor sports facilities.

## How much progress do pupils make between 11 and 16?



This score shows how well pupils progress between 11 and 16, taking account of their different starting points. Our score of 1018.8 means that on average, our pupils achieve 1 grade higher in 3 of their GCSE subjects compared to pupils with similar attainment at age 11.

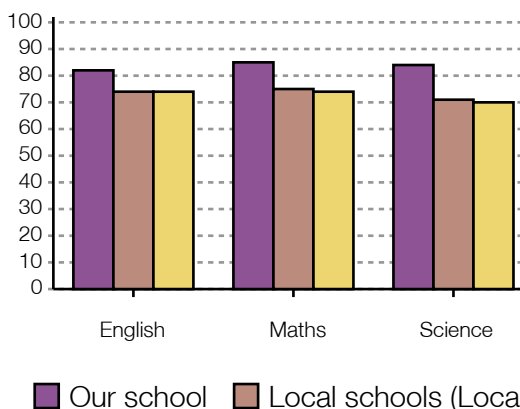
## How well do our pupils achieve in year 11?



This shows the percentage of pupils (who were 16 years old at the end of the year) who in 2005 achieved 5 or more GCSEs at grades A\*-C (or GNVQ equivalent), and one or more GCSEs at grades A\*-G (or GNVQ equivalent).

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

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



This shows Key Stage 3 results for 2005. It shows the percentage of pupils eligible for KS3 tests (usually 14 year olds) who achieved or exceeded level 5.

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## How have our results changed over time?

The school has a genuinely comprehensive intake but with an above-average number of students with special educational needs. Nevertheless, student achievement by the end of key stage 3 and key stage 4 is well-above the national average and very high compared to similar schools. Value added, measured from KS2 to KS3 and KS3 to KS4, regularly places the school among the top performers nationally.

In 2005, 71% of our students achieved 5+ GCSE grades A\*-C or the equivalent; the previous five years' figures are (2004)79%,(2003)65%,(2002)69%,(2001)71% and (2000)62%.

In KS3 test results in 2005 over 80% of students achieved level 5+ in English, maths and science. The school has consistently exceeded the national averages and our own targets over the last five years.

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

We work very closely with our feeder primary schools so that, on arrival, in Year 7, we already know students and have a detailed knowledge of their ability and achievements.

In several subjects, including maths, English, science and foreign languages, we group students by ability, ('setting'), as part of the provision of an appropriate curriculum.

Form tutors and year heads have a particular role in monitoring progress and providing students with balanced and constructive advice to enhance their study and decision-making.

Reports home and parent teacher consultation evenings are an essential part of the home-school dialogue. Parents are encouraged to contact the school to discuss any concerns about progress they may have. Many students benefit from the intervention of our Curriculum and Learning Support (CLS) Unit, through the use of individual education plans (IEP) and the increasing use of personalized work-related programmes. The needs of gifted and talented students are met both by appropriately differentiated work and through dedicated extension and higher level activities.

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

At KS3, all students have 150 minutes of sport and PE each week and at KS4, between 100 and 250 minutes. Many are also engaged in an extensive extra-curricular sports programme. The school holds the 'Sportsmark' award.

Catering is run in-house and provides a range and quality of food – much of it locally-sourced – which comfortably meets the new national standards.

Issues of personal safety, including behaviour, bullying, smoking, drugs and internet-use are addressed through (CPSHE) lessons, tutor time and assemblies. Our school nurse and community worker are also actively involved in this work.

Careers advice is provided by the Norfolk Education and Business Exchange and by school staff. Adult mentors are provided for students who need extra encouragement to achieve their potential.

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

Parents are actively involved in their children's education through the student planner, parent teacher consultations and other meetings and the P.T.F.A. There is a weekly newsletter, "The Gleaner". Twice yearly reports provide information on students' progress.

Y10 students have two weeks' work experience.

Our Science College coordinator encourages and supports science in the primary schools.

We try to encourage an awareness of and sense of responsibility to a wider community through charity fund-raising. Our involvement with the wider community has led to the school receiving the national 'Education Extra' award for several years. Our community outreach worker is particularly active in promoting opportunities for adults to develop key and life skills.

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## **What activities are available to pupils?**

Our programme of extra-curricular clubs and activities is a strength of the school. We recognize the implications of our rural location and organize an extensive programme of cultural and sport visits. Overseas trips include a ski-ing week and a history visit to France. The summer term curriculum enhancement days provide residential opportunities for all.

Students are encouraged to get involved in school life through voluntary activities, such as working in the library, supporting the organisation of parent and other evenings, sports teams and artistic performance activities, such as the musical.

The student forum draws its membership from all year groups. Students are involved in the appointment of new staff.

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

Students are, understandably, very concerned about issues such as catering, uniform, toilets and sports facilities. As a result of their advice we will completely refurbish two main toilet blocks in the summer 2006 and provide outdoor seating. Students are currently involved in a uniform consultation.

The student forum, drawn from all year groups, is an important voice in presenting students' views, alongside other more informal contacts.

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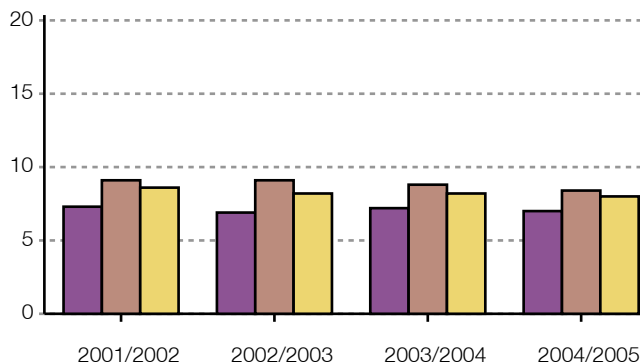
## How do we make sure all pupils attend their lessons and behave well?

Attendance is high by local authority and national standards. Any unexplained absence is promptly followed up by the school. Lengthier absences may involve liaison with medical and social personnel, often through the offices of the Children's Services attendance improvement officer.

Very high standards of behaviour are expected in class and in school in general. We believe that these contribute significantly to the school's overall success. We respond appropriately and proportionately to misbehaviour. Fixed-term exclusions are infrequent and permanent exclusions almost unknown.

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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

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## What do our pupils do after year 11?

We believe that the careful planning of education for young people beyond the age of sixteen is another aspect of the partnership we share with parents. We have a record of successful placements in further education, which has in turn led to higher education, training or appropriate skilled employment. The school has strong links with a wide variety of sixth form centres and colleges within both the state and independent sectors. It is worth noting that well over 90% of our leavers usually go on to further education or training, amongst the highest percentage figures in Norfolk and well-above national figures.

## **What have we done in response to Ofsted?**

Responses to OfSTED points for improvement (March 2005)

- We have appointed an ICT teacher.
  - Daily cover will be transferred from the deputy head when the remodelling of office accommodation is complete.
  - A head of religious education with citizenship will be appointed when an appropriate staffing vacancy occurs. A curriculum audit of citizenship has been carried out.
  - The provision of religious studies will be considered as part of a key stage 4 curriculum review in 2006/7.
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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 01328 701265

Our website <http://www.litchamhigh.norfolk.sch.uk>

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