

York High School Profile



York High School

Cornlands Road
York, North Yorkshire, YO24 3WZ
Telephone: 01904 555500
<http://www.yorkhighschool.co.uk>

Local Authority:	York
Age range:	11-16
Number of pupils:	875
Head teacher:	David Ellis
Chair of governors:	Dr Patricia Miller

What have been our successes this year?

2009 was an outstanding year! These are some of the highlights:

- January 2009 - We moved to our new site at Cornlands Road.
- April 2009 - We had a fantastic opening ceremony in the presence of special guest including Gail Emms, Olympic Silver Medalist and OBE & the Lord Mayor of York.
- June 2009 - We had our first visit from our partner school in the USA, when pupils & staff from Keane, New Hampshire joining us for 10 days.
- July 2009 - 12 students & 3 staff went on the expedition of a lifetime, spending two weeks in Tanzania which included time in our partner school in Korogwe, climbing Mount Meru & Safari in the Serengeti. Team Tanzania raised £24k to make this trip possible.
- We joined the British Council's Connecting Classrooms project gaining new partners in Sudan.
- August 2009 - Our examination results showed the percentage of pupils achieving the equivalent of 5 A*-C rising from 53% in 2008 to 68% in 2009 & our value added was the best in the City of York.
- Autumn 2009 - Students in Year 11 visited the Battlefields of France & Belgium. Year 9 students visited Barcelona.

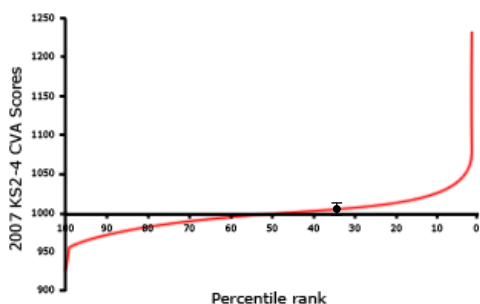
- December 2009 - Opening of our £6 million Sports Centre improvements including a new 6 Lane 25 metre Swimming Pool + Training & Hydrotherapy Pools.

What are we trying to improve?

YHS is working towards improvement in the following:

- Achievement - In spite of the massive improvement in our results in 2009, we want to ensure that even more of our pupils achieve the very best they can in the coming years.
- Literacy - We continue to work very hard in improving the literacy levels of our students.
- Pupil Voice - A greater involvement our students in the development of our school through MYHS.
- Curriculum - Development of our Key Stage 4 Curriculum for pupils of lower ability and a continued increase in the variety of learning experiences available to our pupils in Key Stage 3.
- Teaching and Learning - Ensure all of our teaching is 'Good' and a greater portion is 'Outstanding'.
- Behaviour - We will continue to work hard to improve the behaviour of a minority of pupils, so that it is as good as the vast majority of our pupils.
- Attendance - Reduce the proportion of our students who are persistently absent.
- Extra Curricular Activities - Increase the number of young people engaging in extra curricular activities.
- School Meals - Increase the uptake of school meals.

How much progress do pupils make between 11 and 16?

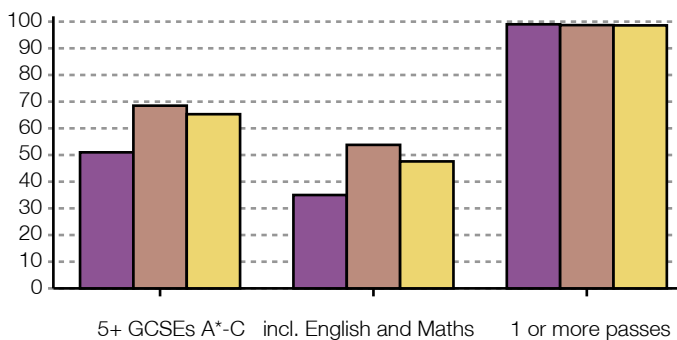


- Our School I Confidence interval

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 information above relates to the CVA for 2008. This information is updated annually by the DCSF at the end of the following Spring Term. For further information regarding 2009 CVA, please refer to the section of this profile entitled, 'How have our results changed over time?' or revisit this section of the school profile in the Summer Term 2010.

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.

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

The information above relates to achievement at Key Stage 4 in July 2008. The above information is updated annually by the DCSF at the end of the following Spring Term. For further information regarding 2009 results, please refer to the section of this profile entitled, 'How have our results changed over time?' or revisit this section of the school profile in the Summer Term 2010.

How have our results changed over time?

Our results continue to improve rapidly year on year. We were delighted with the proportion of students gaining Level 2 rising to 68% in 2009. This included significant improvements in English and PE & Sport. In 2009 our CVA was the highest in York at 1017 and we expect further improvement in 2010.

The headline figures are:

2008: pupils gaining the equivalent of 5A* - C grades 53%

2009: pupils gaining the equivalent of 5A* - C grades 68%

2008: pupils gaining the equivalent of 5A* - C grades including English and Maths 34%

2009: pupils gaining the equivalent of 5A* - C grades including English and Maths 46%

To achieve progress in line with the top 25% of schools the two headline figures for 2009 needed to be 49% and 34%. This indicates that our pupils made progress from KS2 to 4 in line with the very best schools in the country.

In 2009 75% of our pupils gained at least a grade C in ICT and the proportion of pupils gaining C and above in English rose from 37% to 53%. This will make a crucial difference to the opportunities available to these young people as they leave York High School.

Over 30 pupils coming to the end of the first year of the new diploma courses all successfully passed their first external assessment.

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

The Inclusion Faculty has a large team of enthusiastic and committed staff aiming to ensure all pupils at York High School fulfil their potential and fully participate in the school curriculum and community. This team is focussed on young people who have a wide range of learning needs.

In addition we also seek to get the best from our most able pupils. One of our teachers in an AST for Gifted and Talented work and we are part of the very successful Independent State School Partnership which has involved our most talented pupils in projects with other young people across the city.

In curriculum time pupils are set on their ability in that subject for most lessons allowing teachers to plan and teach their lessons at a level which is most appropriate for that class.

We work closely with our partner primary schools to ensure that we have the best available information about pupils joining York High so that we can best meet their needs from day one in our school. We are particularly pleased that our new building is fully accessible for all pupils and staff who are wheelchair users.

We are committed to personalising our curriculum to engage our pupils and to allow them to succeed.

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

In June 2009 Ofsted judged behaviour in our school to be good. This fairly reflects the attitudes of the vast majority of our pupils. We try to reward good behaviour and apply sanctions when pupils fall below our expectations.

We have a strong pastoral team supported by Year Leaders, Behaviour Managers and attendance staff who all work closely with pupils and their families to support them in achieving their very best. When there are longer term behavioural issues parents are always informed and if necessary we use sanctions of detentions, seclusion and if necessary exclusion. All absence is followed on a daily basis using a text system which informs parents of their child's absence and allows a response.

As part of our provision we also have a Behaviour Support Unit where about 8 -10 young people have longer term placements in an environment, with specialist staff, designed to encourage modification in their attitudes to school.

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

The main way we listen to our pupils is through our School Council which we call MYHS. MYHS have been involved in choosing furniture for social and dining spaces and they have been closely involved in the improvement in quality and take up of our school meals. As a result of these discussions we have purchased lots of picnic tables for the outdoor area and are continuing to look at the purchase of additional seating and games equipment.

The design of the toilets in the new school was the result of close consultation with pupils and the appointment of new staff always involves the use of a pupil panel interview.

Our behaviour policy was created after consultation with all stakeholders including pupils who particularly wanted to see more rewarding for good behaviour and achievement. As a result a new 'stamps' system was introduced with thresholds for different prizes. We are in the first year of this programme and rewarding for effort and attendance is now a regular feature of our work.

In the summer of 2009 we introduced 'Learning Detectives' for the first time. These are pupils who go into observe lessons and give us feedback on their views about teaching and learning.

How are we working with parents and the community?

York High School is a Sports College at the Heart of the Community. This reflects our vision to be a school where the community feels welcome and the site is available to the whole community throughout the year. We have a fantastic Sports Centre with climbing wall, all weather pitch, dance studio, fitness suite, swimming & hydrotherapy pools and sports hall. We believe that by engaging our community with our school we can raise the aspirations of the whole community. Our Family Learning Days are attended by members of the community.

Parents receive termly reports on progress & as well as the annual parents' evening, are encouraged to contact the school with any concerns. Our Parents' Forum meets termly to discuss school progress & at all parents' evening we ask for the completion of a survey to provide feedback on our work. In all surveys over 90% of parents indicate they are happy or very happy with their child's education at York High School.

We have recently re-launched our website which is updated regularly with current information for pupils, parents, governors and the community. Half termly newsletters are posted to pupils' home addresses and we use a texting service to parents/carers to ensure good communication.

What activities and options are available to pupils?

Details of extra curricular activities are accessible from our school website www.yorkhighschool.co.uk

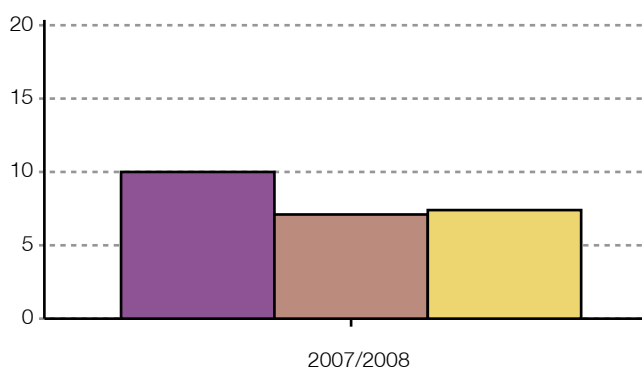
We have a developing programme of overseas visits which in 2008/9 included:

- Year 7 residential visit to North Yorks Moors Centre for 3 days for all pupils.
- Year 8 visit to Disneyland Paris
- Year 9 ski trip to Italy
- Year 10 visit to a school in Holland with return visit from the school.
- Hosting of pupils from Keene High School, USA
- Year 10/11 visit for 12 pupils to our partner school in Korogwe, Tanzania.
- Year 11 visit to the First World War battlefields.

Our KS4 curriculum offers the usual range of GCSE subjects including separate sciences for the most able. We offer German, French and Spanish at GCSE but the uptake is less than 20% of pupils. We are one of the leading schools in York for the development of the new diploma courses. We currently host Engineering and Society Health and Development at level 2. Since September our pupils are also be involved in other diploma courses across the city.

For the less academic we have a work based learning programme at KS4 for about 15% of our cohort which involves links with Askham Bryan and York College and a one day work placement.

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 information above relates to attendance in the academic year 2007/2008. The above information is updated annually by the DCSF at the end of the following Spring Term. For further information regarding attendance for 2008/2009 revisit this section of the school profile in the Summer Term 2010.

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

We have a wide range of adults who can support young people during their time at the school. Each pupil has a form tutor & Year Leader who are the key colleagues in their pastoral care. Beyond that we have an Assistant Head Pastoral & Deputy Head with responsibility for Care and Guidance. This core team will use Education Social Workers, Counsellors & other health professional to support them as required. We have excellent relationships with the local authority who provide specialist support for a whole range of pupil needs.

We encourage young people to come with their concerns and we listen carefully to what pupils say. We have a strong and experienced Child Protection Team and all staff and other adults who come in to contact with our students are fully vetted.

Uptake of school meals is increasing, encouraged by our new cafe and canteen and with support from the School Food Trust. Since moving to our new site we have managed to keep all pupils on site at lunchtime. About 13% of our pupils qualify for free school meals and so lunchtime eating is very important to us.

All pupils have 2 hours of core PE, we have CCTV throughout the school and toilet blocks which have been designed in consultation with pupils to reduce bullying.

What do our pupils do after year 11?

The information below relates to the destination of pupils who left us in July 2008. This information is updated annually by the local authority and released to schools at the end of the following Spring Term. For information regarding the destinations of 2009 leavers, please revisit this section of the school profile in the Summer Term 2010.

	Total	%	Male	%	Female	%
Education	175	72.0%	85	69.7%	90	74.4%
College	171		83		88	
6th Form	4		2		2	
Other	0		0		0	
Employment with Training	24	9.8%	14	11.5%	10	8.3%

Advanced MA	2		2		0	
Foundation MA	6		2		4	
Other	1		1		0	
NVQ2	5		5		0	
Locally Recognised	10		4		6	
Employment without training	2	0.9%	1	0.8%	1	0.8%
Part-Time Employment	0	0.0%	0	0.0%	0	0.0%
Part-Time Education	0	0.0%	0	0.0%	0	0.0%
Work Based Learning	7	2.8%	4	3.3%	3	2.5%
Voluntary Work	0	0.0%	0	0.0%	0	0.0%
NEET	29	12.0%	14	11.5%	15	12.4%
Available to the Labour Market	26		13		13	
Not Available to the Labour Market	3		1		2	
No Response	2	0.9%	1	0.8%	1	0.8%
Refused to Participate	0	0.0%	0	0.0%	0	0.0%

These figures are a snapshot of leavers destinations at the time of publication in Spring Term 2009.

What have we done in response to Ofsted?

We are very proud that Ofsted judged York High School overall as a 'Good School' after only 2 years of existence. We are aiming to become an 'Outstanding School' and are currently focussing on:

- Making our lessons more challenging, including opportunities for pupils to work more independently.
- Ensuring that teachers access pupil progress effectively and use these assessments to plan future learning.
- Focusing our resources on improving the attendance of our persistently absent pupils.
- Improving the effectiveness of form Tutorial 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:

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