

Great Sankey High School Profile



Great Sankey High School

Barrow Hall Lane, Great Sankey
Warrington, Cheshire, WA5 3AA
Telephone: 01925 724118
<http://www.greatsankey.org>

Local Authority:	Warrington
Age range:	11-18
Number of pupils:	1879
Head teacher:	Mr Alan Yates
Chair of governors:	Mr P Walker

What have been our successes this year?

As one of the country's leading Engineering Specialist Colleges we have developed an outstanding personalised curriculum enhanced by our industrial partners which produces consistently excellent examination results. The school is designated a Creative Change School for innovative curriculum delivery and partnerships in the arts and hosts the Young Apprentice Award in Automotive engineering across Warrington. We were regional winners in the Young Enterprise final. We continue to be a nationally recognised school in the delivery of Enterprise and our science department was the subject of an Ofsted visit in recognition of outstanding practice.

This year the school has received five awards from the SSAT, including awards for Value Added, Top 5 Engineering colleges and one of the top 5 most improved schools in the area of 5+ A*-C.

The school's rugby teams were North West Counties and National Rugby League finalists in Years 10 and 11 and are Warrington Champions in Year 7. Our concert and swing bands have once again won national recognition won gold and silver awards at Regional and National level.

At international level a new partnership has now been established with Xian Middle School in China.

What are we trying to improve?

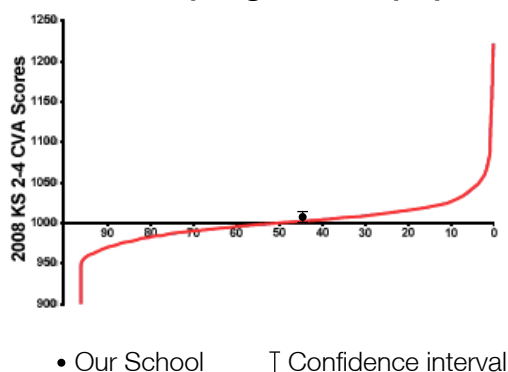
Focus groups of parents and of learners work with the school to inform changes to whole school developments. Our curriculum is expanding to further emphasise the development of confident, adaptable individuals who work effectively in a variety of situations.

There is a strong focus on the development of learning and thinking skills and Individual Advice and Guidance is developing to personalise pathways for all learners. At GCSE there is an additional focus on learners gaining 5 or more GCSEs with English and Mathematics and the quantity of grades A* and A. At Key Stage 3 there is an additional focus on learners making 2 national curriculum levels of progress.

The KS3 Modern Languages curriculum now incorporates three European languages and a pilot for the study of Mandarin Chinese to emphasise the importance of languages for the global market.

We are oversubscribed and as a result there is to be a major Sixth Form Centre building programme. To accompany this expansion the opening of a state-of-the-art RAC Automotive Centre on our premises will create massive opportunities for our learners, community and industrial partners. We are an extended school and as such the themes of Community and Sustainability are a high priority.

How much progress do pupils make between 11 and 16?

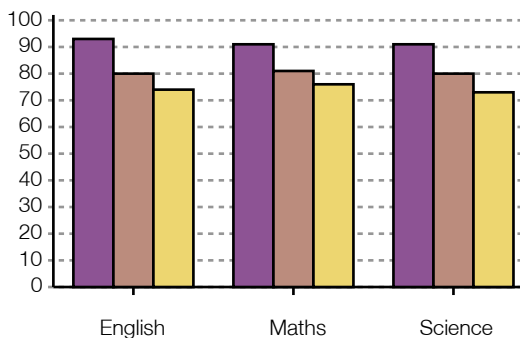


The chart shows our school's contextual value added (CVA) score relative to that of other secondary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which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

This score shows how well learners progress between 11 and 16, taking account of their different starting points.

Our score means that on average, our learners achieve comfortably higher than schools with similar intake, the national average CVA score being 1000.

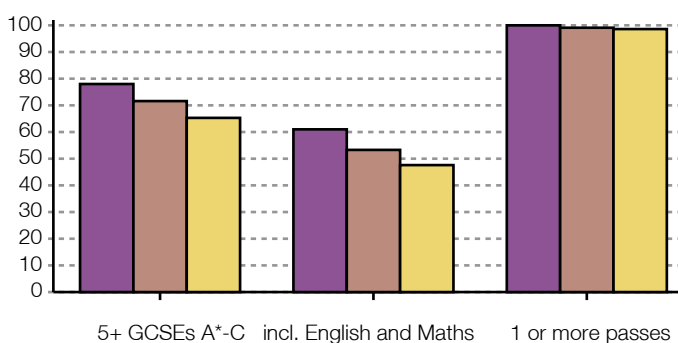
How well do our pupils achieve at age 14?



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 school
 ■ Local schools (Local Authority)
 ■ All schools

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)
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How have our results changed over time?

We have a policy of continuous improvement as our results show. We are concerned to track individual progress and ensure that we add value to all learners' at all Key Stages. We are particularly proud of our inclusion strategy which ensures that 99% of our learners achieve their full potential. Over the past few years we have seen a significant rise in the number of learners achieving top grades at Key Stage 3, GCSE, A/S and A level.

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

We have changed our curriculum significantly in recent years to enable learners to negotiate individual pathways to success. We hold a fundamental belief that learning is an individual process and each learner is different. We continue to refine our monitoring and tracking systems to ensure that individuals remain on target and achieving. A range of intervention strategies are employed to support learners experiencing difficulties. We adopt a whole school approach to SEN and Inclusion. The Learning Support Department is well resourced across two main rooms and a number of smaller ones. The school is ideal for learners in wheel chairs and the visually impaired as the building is single storey. Our Learning Support Department liaises with our partner primary schools and uses intervention strategies before transfer, a model of good practice that is being adopted across the authority. A range of opportunities exist for Gifted and Talented children including master classes, residential events and external visits as well as many collaborations with our partner schools in this area.

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

We have a strict code of conduct, based on mutual respect, backed up by an excellent system of reward and sanctions. This is clearly understood by all members of the school community from day one of joining the school. The Home School Agreement is at the heart of our behaviour management and is signed and understood by all parents, learners and staff. Breaches of the code are rare and are dealt with firmly, fairly and sensitively. A lot of energy has been channelled into making us a learning school, consequently lessons are stimulating and enjoyable. Class registration records are entirely consistent with the school attendance statistics. This chart shows the percentage of half days missed through authorised and unauthorised absence by all learners at the school. Information is given for the school, for schools within the local authority and for all schools.

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

There is a very active learner voice which is the main source of learner opinion. Regular learner surveys take place. Recently we canvassed opinion on a range of areas of our delivery. As a result we have enhanced the Key Stage 3 curriculum, developed an extensive review of homework, prioritised the profile of healthy eating and invited learner representatives to our Senior Leadership Weekend to develop their contribution to school self evaluation. Previously learner opinion resulted in a change of school uniform.

Regular surveys take place on important issues, which often result in change of policy or curriculum delivery.

Relationships are at the core of all we do so learners are happy to articulate opinions formally and informally.

How are we working with parents and the community?

We have extensive links featuring many long term partnerships with industry, educational establishments locally, nationally and internationally, community groups and parents, which are embedded in the working life of the school. We have a thriving PTA and Parent Focus Groups which provide a parent voice role, fundraising and social activities.

Communication between home and school is vibrant, the learner planner being the main vehicle. Progress evenings are well attended, our monthly Contact magazine is well received and Parentmail is in constant use. Our website is growing and beginning to facilitate learning from home.

We have a thriving Adult Education Centre and work hard to promote our school and its work in the local and national community. Productive links with industrial partners such as the RAC, Jaguar, Ford, IKEA, Virgin Galactic and Sellafield are embedded in our curriculum and are a significant feature of our work.

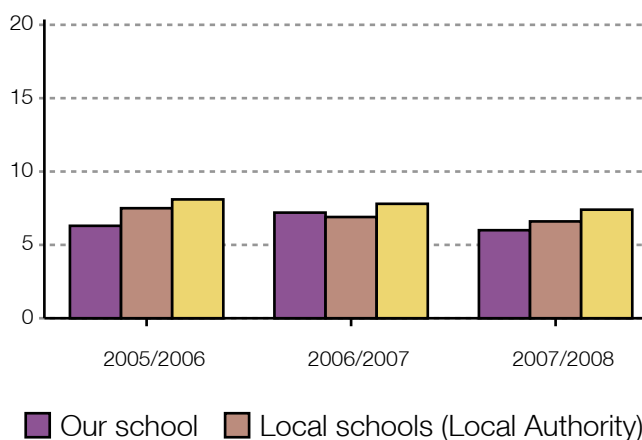
Parents receive and respond to two formal reports a year and attend two progress evenings.

What activities and options are available to pupils?

An extensive range of extra curricular activities in sport, music and the arts is available and actively encouraged. Our new school day and curriculum provides opportunity for all learners to widen their experience and take part in cultural activities via Extended Study. Our options patterns allow an outstanding and personalised choice to learners. The pursuit of excellence in chosen activities is catered for as well as participation for pleasure or recreation. A residential experience is available to all learners and foreign exchanges, visits, holidays, sporting cultural and concert tours to many parts of the globe are available.

The range of additional extra curricular activities is vast, continuously expanding and is the envy of many schools.

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 is a very happy and safe environment. The Pastoral and House Systems support learners throughout their school life. Learner Services liaises with the appropriate external agencies and monitors 'at risk learners' during Primary to Secondary transition. A range of intervention strategies are employed always involving the parent or carer and the form tutor. Figures for attendance are healthy, 2006/07 4.7% authorised absence and 0.8% unauthorised absence. The Home School Agreement addresses the expectations and responsibilities of learners, parents and the school.

The development of the whole person is key to our success, consequently we have a well-developed PSHE/Citizenship programme delivered by form tutors. This is reviewed annually to incorporate new elements important to our young people.

We believe firmly in the development of all our learners as leaders and have a proactive 'Learner Council' which is actively involved in making decisions at whole school level. The school holds the Investors in Careers Award.

The school holds the National Healthy Schools Award and offers an extensive range of healthy hot and cold food to its learners.

What do our pupils do after year 11?

The vast majority of learners go on to further education with the overwhelming majority joining Barrow Hall College, our Sixth Form provision. A small minority enter employment, without further training, and a minority enter employment, with further training.

Continue in full time education 88%

Work based learning 1.0%

Employed with training 6%

Employed without training 1%

Voluntary and Part-time 1%

NEET Available to labour market 3%

NEET not available to labour market 0%

Moved out of contact 0%

Not known 0%

Ofsted's view of our school

Inspectors agree with the school's own evaluation that Great Sankey is a good and improving school. The attainment of Specialist Engineering status three years ago has proved to be a watershed in its growth and development. The school's very strong links with local and national industry, created through its status as an engineering college, is an outstanding feature of provision. The school has embraced the broader philosophy behind engineering of problem-solving across all curriculum areas and this is beginning to have an impact on standards and achievement, culminating in the best ever exam results at GCSE in 2006. This positive impact is also filtering into the sixth form but is less marked at present. The school is aware of the weaker progress made by some pupils in English and is tackling the issue. In the words of one parent, 'the school creates an environment in which academic achievement is encouraged and rewarded'. Parents are overwhelmingly happy with what the school provides. Some concerns were expressed about the quality and frequency of homework and inspectors agree that this is an issue.

The vast majority of pupils enjoy coming to school and are positive about the changes taking place. The improvements to the curriculum, with the focus on personalised learning, are enabling wider choice and encouraging more pupils to stay on in school after the age of 16. Improvements in classroom practice have also been noted by pupils and by students in the sixth form and reflect the positive changes happening throughout the school. The quality of teaching is good overall, with pupils particularly enjoying practical activities and those occasions when they can work independently. Whilst this happens in many lessons, a few remain too teacher-directed which particularly limits the ability of the more able to shine.

Pupils and students benefit from the wide range of additional cultural, academic and sporting activities on offer after school. They feel safe and secure in a very caring environment where their opinions are valued and acted on. They are sensible, aware of the need to live healthy lives and readily accept responsibility. For example, they have been instrumental in improving the catering and school meals, although the ready availability of jam doughnuts, cakes and muffins appears to have been overlooked. The behaviour of pupils is good, although the large numbers of pupils on the move during breaks can be problematic. The growing enterprise culture is preparing pupils well

for their life beyond the school. They delight in the many opportunities to test their resourcefulness and business acumen and have won many prestigious awards. They certainly managed to 'put Warrington onto the map' with their imaginative plans for the redevelopment of Burtonwood airfield. Good management at all levels has been instrumental in the progress that has been achieved. There is a real awareness of what needs to be done to move the school forward. Strengths and weaknesses have been accurately identified and the school has a clear programme of how to make things even better. There is a shared desire to make this school a focus of the community. Parents are proud of the school and pupils thrive in the surroundings. The school provides pupils with a good start to their adult lives and the world of work.

Date of last inspection: 19-Oct-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 Great Sankey High School](#)

What have we done in response to Ofsted?

A comprehensive review of our provision in English has led to curriculum, organisational and personnel changes. Taken as a whole these actions are resulting in significantly improved examination results in English and progress in the subject.

A review of homework is in progress and more effective use of new learning technologies is making homework both more interesting and more effective. The nature of homework will be developed to reflect the needs of our learners and the demands of our curriculum for the future successes of our learners.

Information about our sixth form

Our results this year

A - C pass rate 70%

Our average points score continues to rise and the introduction of a wider range of courses and the expansion of the Sixth Form building make our improved sixth form education accessible to all our students.

How have our results changed over time?

Numbers in the sixth form have grown rapidly in the past two years, thus we have seen a change in the range of course selection. We now have a more flexible entry policy and consequently our average points score has declined over the two years. Our value added scores have not declined and our results compare with the very best post-16 provision in the area. We have seen very positive value added scores both in our traditional A level subjects and in our new courses.

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

Numbers are growing rapidly in the sixth form and we have improved our accommodation by the addition of two classrooms and extension of the dining, social and private study facilities. A major building programme is about to begin to provide a purpose-built sixth form area and a range of new facilities to add to existing provision. We have expanded our already excellent ICT facilities and installed two new suites of computers in the college area.

Our change in entry requirements, the introduction of new exciting courses and our year on year improved examination success at GCSE has led to rapid growth in student numbers. This in turn has seen a significant increase in the number of students achieving places at university.

Our engineering status has allowed us to forge very positive links with industry and universities and widen the scope of our provision. We are attracting increasing numbers of students into A Level Maths and Physics and many of these students are being offered sponsorship, through the Sixth Form and university, by our partners. The quality of our provision has been recognised by the LSC and as a result a forthcoming major new build will provide a range of specialist facilities for our post-16 students.

What are we trying to improve in our sixth form?

In addition to our new building, the range of courses available to our students is being expanded to include more vocational options and to provide access to continuing education for all our students. Course provision is expanding with The Extended Project qualification, Critical Thinking and a personalised PSHE programme. We have reviewed our student tracking system to ensure all students are regularly and closely monitored and effectively supported in their studies. Our aim is ensure that all of our Year 11 students will continue their education with us beyond the age of 16.

What do our students do after leaving the sixth form?

Destination of Year 13 leavers 2008

Higher Education 77%

Further education 7%

Employment 8%

GAP year 8%

The vast majority of our students go onto higher education. A small number of students take a foundation course and then move to higher education and a minority seek employment. This pattern has pertained for many years.

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 01925 724118

Our website <http://www.greatsankey.org>