

St Joseph's RC Voluntary Aided Comprehensive School Profile



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Mill Lane

Hebburn, Tyne and Wear, NE31 2ET

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<http://www.stjosephs.uk.net>

Local Authority:	South Tyneside
Age range:	11-18
Number of pupils:	1510
Head teacher:	Dr J Campbell
Chair of governors:	Mr T Carney

What have been our successes this year?

In line with the demands of a High Performing Specialist School our results at key stage 4 were the best we have ever achieved, with girls and boys doing exceptionally well. The challenging targets, agreed with the Local Authority two years ago, were exceeded by 5 points on the 5 or more A* - C (including English and maths) score. Contextual Value Added (CVA) data puts us in the top 5% of schools nationally for progress from Year 7 - 11 and we continue to be acknowledged by the Specialist Schools and Academies Trust (SSAT) as one of the most improved schools year on year since 2004.

Our KS3 targets in English, maths and science were either met or surpassed and results at A-level equalled those of 2006 - a record year.

In 2007 the maths department Ofsted subject inspection judged it to be good overall with outstanding features.

A specialist school dividend is evident in that KS3 SAT levels in mathematics and science exceeded their targets by a considerable margin at L6 and L7. At KS4 overall targets in ICT, maths, science and technology were exceeded whilst an increased take-up of a range of work-related courses in Y10 reflects the successful launch of our new Vocational Specialism.

What are we trying to improve?

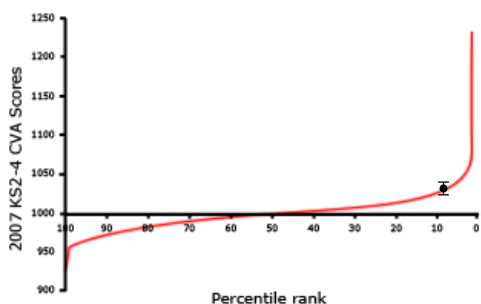
The school plans to continue to work to raise achievement through even better lesson planning that enables the pupils to take an active part. This will further improve the quality of teaching and learning as well as pupil enjoyment of their learning. We want to ensure that the work we ask pupils to do is well matched to their needs and abilities so that all are suitably challenged.

Currently we are reviewing the curriculum we offer at both key stages 3 & 4. We are working with other schools in the local authority to provide a full range of vocational courses for pupils from the age of 14.

We are also developing our links with South Tyneside College to ensure that all 16+ students are able to access courses which best suit their needs, abilities and ambitions.

A further priority this year is to work with the architects who are employed to design our school for the future through rebuilding and refurbishment. The design phase has begun with building work set to start in July 2008 and be completed two years later. It is very important to us that this work does not interrupt teaching and learning nor unduly detract from the lives of pupils and staff over the next two - three years.

How much progress do pupils make between 11 and 16?



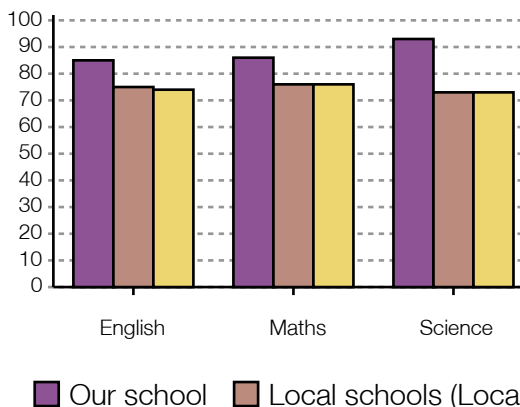
- Our School
- I Confidence interval

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.

This graph represents the progress made by pupils who completed Key Stage 4 in 2006. It shows that St Joseph's pupils' achievement was well within the top 10% of all secondary schools in England.

Provisional figures for 2007 indicate that even more progress has been made and that the school is ranked in the top 5% nationally.

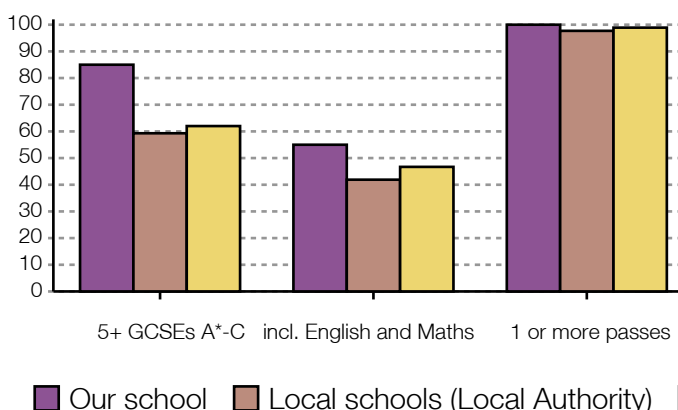
How well do our pupils achieve at age 14?



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.

This graph shows that in all three core subjects at level 5 and above, pupils in St Joseph's at the end of key stage 3 do better than pupils in South Tyneside and all pupils nationally.

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.

Considerably more pupils in St Joseph's achieve 5 or more GCSEs at grades A* - C than other pupils in this local authority and nationally.

The percentage of pupils in St Joseph's who achieve 5 or more GCSEs, including both English and mathematics, at grades A* - C is higher than all pupils nationally and much higher than pupils locally.

How have our results changed over time?

The school's performance continues to be among the highest in South Tyneside and is always well above local and national averages.

Achievement at both Key Stage 3 and 4 continues to improve. There is now very little difference between the achievement of boys and girls at these key assessment points.

School based assessments results, for those pupils not at the end of a key stage, are in line with end of key stage tests and are further evidence that standards are improving.

At Sixth Form, the average point score gained by students has increased from 4 points below the national average in 2004 to 4 points above the national average in 2006.

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

The school makes extensive use of all available assessment data to assess students' individual needs and track their progress. Data used includes Key Stage 2 national test results, teacher assessments and Cognitive Ability Tests carried out in Year 7. When pupils come to us in Y7 they are taught in mixed ability groups with teaching assistants present to support the less able. Teachers design their lessons to ensure that all abilities are suitably challenged. In Year 8 pupils are set in maths and modern languages. Further setting in science and English takes place in Year 9. In KS4, there is setting in the core subjects.

The school engages in support programmes for students with special needs and at KS3 those students who are performing below the expected level for their age are withdrawn from particular lessons to receive additional support in numeracy and literacy.

The provision for gifted and talented students in all years is excellent. Each department, supported by our G&T coordinators has developed extension materials and resources that ensure students are able to achieve their potential. Sixth form students are supported in all aspects of their studies including on-line applications to universities and colleges...

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

Attendance is generally very good and surveys show that the majority of pupils enjoy school. The school operates an electronic registration system. Pupils are registered at every lesson and pastoral session. Absences are followed up the same day by our attendance clerk who phones parents at home or on mobile. We also work closely with the Local Authority Education Welfare Officer who will visit pupils' homes when appropriate.

We reward both excellent attendance and good behaviour every term.

Pupils in St Joseph's are generally very well behaved. We have a clear and unambiguous behaviour policy firmly rooted in gospel values, which we reinforce at assemblies throughout the year. Pupil behaviour and attitude is tracked throughout the year and there is an effective inclusion team who work with pupils who are not maintaining the standards we aspire to. The (small number) of incidences of poor behaviour are quickly dealt with and parents are informed. We find parents are very supportive and approve of our policy.

Strategies to support improvement in pupil behaviour include Pastoral Support Programmes (PSPs) and behaviour modification work lead by the learning mentors and Inclusion Team.

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

Our elected school councils are involved in a wide range of issues relating to their education, personal development and welfare. On these matters, school councillors consult with the year councils who consult their peers in their pastoral and teaching groups.

Recently, students have made very positive contributions to polices, such as community support for charities, homework, work-load, anti-bullying, uniform, toilet provision and lunch menus.

We have responded by supporting a wider variety of charities, reducing work-load with a more manageable homework schedule, raising awareness of bullying and its consequences more often, changing the sixth form uniform policy and our policy on boys' hairstyles, employing a full-time toilet attendant and ensuring that menus contain a variety of healthy options.

Students' views on their enjoyment and success of their learning forms an important part of our quality assurance of teaching and learning and we respond through discussions with their curriculum leaders and subject teachers as part of performance review.

Finally, any pupil who feels strongly about a matter knows that (s)he can speak with any member of staff, including senior staff whenever they are available.

How are we working with parents and the community?

We have many and varied links with the local community. We actively promote community cohesion through building relationships with partners which result in activities that support the disadvantaged both at home and abroad. We have extensive links with local business and industry with our sponsor governor being nominated by Rohm and Haas. Our Leading Edge Status helps fund activities with partner schools which aim to raise achievement and build in sustainability. Work with the wider community is focused on adults who have no formal qualifications.

Parents receive two reports per year and attend an annual review day. Reports provide all essential information on progress, attitude and behaviour. In addition, parents of Y9, Y11 and Sixth Form students can attend a subject meeting each year.

Year Group Information Evenings are held in September. At these well attended meetings, parents receive a mini prospectus, a calendar of important dates and an invitation to take part in the life of the school through attending as many events as possible during the year.

We consult parents on a variety of issues including curriculum decisions, setting arrangements and perceptions/opinions.

A newsletter is sent to parents and parishes every term.

What activities and options are available to pupils?

During each two week cycle there are 87 clubs/activities on offer to pupils before school, during the lunch hour and after school. Of this, 15 are with music and 23 with PE and sport; the remainder cover everything from scrabble to debating and Italian to CAFOD action group.

Each year Y9 pupils are offered the opportunity to take part in the week long trip to France. Y7 pupils enjoy a history fieldtrip to Warkworth castle and Y8 study the coastline at Marsden.

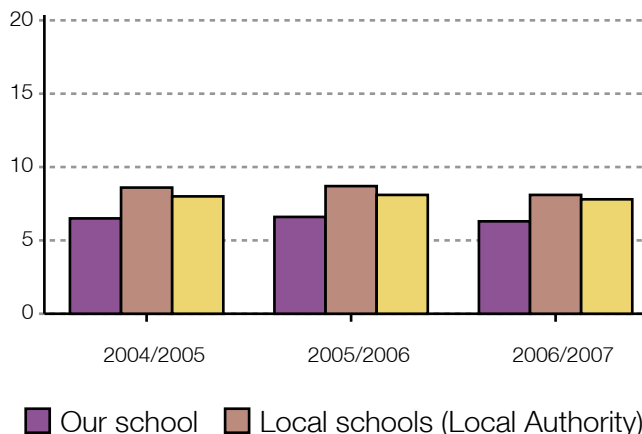
At Key Stage 3 all pupils follow a broad and balanced curriculum.

At Key Stage 4 all pupils do RE, English, mathematics, ICT, combined science (double option), a technology subject, a humanities/foreign language option and one other subject of their choice. In Y10, 65 pupils study a vocational or applied course taught mainly at college or other off-site providers.

Currently we offer French, Spanish and German as timetabled subjects and Italian as an extra curricular activity. In the present Year 10 26% are taking a foreign language and in the current Year 11 34%.

For post 16 students there is a very comprehensive choice of subjects and courses. We offer 34 different Advanced Level subjects of which seven are applied/vocational courses.

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.

Attendance is good at St Joseph's. The graph shows that we have a much lower rate of absence than the average for other schools in the Local Authority and all schools nationally. We do have ambitions to further reduce the absence rates and to this end we reward good attendance every term.

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

Healthy lifestyles are promoted through programmes of study in PSME, science, food technology and PE. School meals serve healthy menus and sweets and fizzy drinks are not available in school, filtered water is. A wide variety of extra curricular sporting activities is available and the Emotional Resilience Programme supports students' mental health.

The school's health and safety policy is implemented for all school trips and off-site activities.

All members of the school community are discouraged from smoking and supported when giving up. We operate a substance abuse policy (including volatile substances and alcohol).

Our anti-bullying policy is promoted several times in the course of a year and we have a good number of adults (including senior staff) on duty at every break and lunchtime. This helps pupils to feel safe.

The school's pastoral arrangements are one of our major strengths. We have a School Counsellor and a Chaplain who along with the special needs co-ordinator and Heads of Year work within the Inclusion Team to ensure that every pupil is supported no matter what their particular need is.

This year, we aim to achieve the SSAT Inclusion Award and our Child Protection arrangements meet all statutory requirements.

What do our pupils do after year 11?

The great majority of our students, 89% in 2006, stay in education, training or take up modern apprenticeships. In 2006, a further 6% went directly into employment, the remaining 5% are either unemployed or did not respond to the survey.

These statistics change slightly from year to year but generally hover around the 90% mark for the first category. Many of our Year 11 students do return to Sixth Form at St Joseph's where they are joined by a large number of students who enrol from other schools in the local area.

What have we done in response to Ofsted?

At our last Ofsted Inspection we were asked to do two things:

take further action to improve the effectiveness of the sixth form, especially aspects of leadership and management

improve the planning of lessons for pupils of all ages, with an emphasis on ensuring that pupils are actively involved in their learning.

Since 2005 we have appointed a new Assistant Headteacher - Director of Studies, Form Six. This role is closely modelled on the two very successful roles at KS3 and KS4. The impact of this appointment has been to improve both teaching and learning in the sixth form through active monitoring of teaching and careful tracking of student learning.

Improvement in lesson planning for the whole school has also been a top priority. All subject areas have been provided with time to further develop their planning in order to ensure that more pupils are actively involved in their own learning and that pupils' learning gains are at least good and often outstanding in the course of a lesson.

Information about our sixth form

Our results this year

65% of Y12 achieved A-C passes in 2007 with 89% passing at grade E or better.

90% of Y12 achieved at least a pass in our (Maryvale) Human Rights Diploma.

Ten Y12 students achieved three or more grade A passes in AS examinations. 70% passed three or more A-level examinations at grade A-E.

In 2007 the percentage of passes at A - C grades at A2 was 71% while the percentage pass rate A - E was 98%. The average points score per entry was higher than local and national average statistics.

Ten Y13 students achieved three or more grade A passes in A2 examinations.

Analysis based on predicted grades using national statistics graphs showed that on average each grade achieved was 0.69 above that predicted, with some subjects such as French and Law being as much as two grades higher.

How have our results changed over time?

In recent years our results at Advanced Level (A2) have improved. We are now performing above national averages in our Attainment Summary and our students achieve higher grades than their counterparts in the locality. The average point score per entry is now higher than the national average and the average for others in the Local Authority.

Average point score per student is slightly lower than the national average because we support students who want to remain in school even if this means continuing with only two A2 courses and studying another subject at AS. We do not enter our students for examinations in subjects like General Studies which are often used by schools to boost average points scores

Improvements have been supported through improved use of independent study skills by some students through development of on-line learning resources. We intend to further develop this facility and ensure that all post 16 students have the skills to exploit this valuable resource.

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

Academically:

- 10 students gained three or more grade As at Advanced Level.
- 50 Y12 students study AS level physics, 49 AS level chemistry, 64 AS level maths and 10 AS level further maths- bucking the national trend
- The Law, Maths and History departments are school leaders in developing the potential of the VLE (virtual learning environment).

On enrichment activities:

- 6th form students raised a considerable amount of money to support local, national and international charities this year;
- A group of 6th form students accompanied the Diocesan Pilgrimage to Lourdes as helpers, working with the sick and infirm;
- Our football team were County Cup finalists and Championship runners-up with 5 players representing Durham and one (Jack Burrige) representing England;
- Josh Abladey was English 400m champion;
- David Cash, Alice Ramsay and Nick Quinn were sports ambassadors;
- Our debating society were runners up in the regional stage of the European Youth Parliament competition and tutored local primary school children;
- 96 Peer Education volunteers supported many children in the classroom, at HE conferences and clubs;
- Many individuals organized and ran talent shows, fashion shows and drama productions in the course of the year.

What are we trying to improve in our sixth form?

Our Sixth Form continues to be an example to our younger pupils in terms of attitude, behaviour and ambition. Y12 and Y13 students set an excellent example and support each other and Y7 pupils as part of our induction programme for new students. We will continue to encourage and support this ethos whilst aiming to improve Sixth Form performance and provision in the following ways:

Continue to promote our specialist subjects at AS, A2 and BTEC.

The average point score (APS) per student - through improved use of private study time; improved use of the Virtual Learning Environment; more consistent tracking of individual pupil progress.

More effective advice and guidance to ensure that student aptitude is matched to choice of course.

Continue the development of collaboration with South Tyneside College (STC) in order to enhance and broaden subject/course choice so as to ensure that students embark on a suitable and achievable course.

Work in collaboration with STC, Harton Technology College, the Learning and Skills Council and other partners to prepare for the introduction of the Specialised Diplomas in 2009.

Improve the sixth form facilities we offer to our students through the building programme which will run from 2008. to 2010.

What do our students do after leaving the sixth form?

158 Upper Sixth students completed A-level examinations last June. 120 went to one of 21 (mainly northern) universities ranging from Edinburgh, Newcastle, Durham, York, Leeds, Sheffield, Manchester, Cambridge and London- with one (Jack Burrige, an England U18 football international) gaining a scholarship to an American College.

A very wide range of courses were chosen including Art, Archaeology, Business Studies, Chemistry, Computer Science, Drama, Engineering (Aircraft), French, German, Geography, History, Law, Mathematics, Medicine, Psychology, Sport and Theology.

A further 7 students chose to take a 'gap year' before starting university in 2008- one working in Tanzania.

21 of our leavers chose to go directly into employment with the remainder taking further A-levels either in our current Y13 or at one of the local colleges.

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 0844 4772500

Our website <http://www.stjosephs.uk.net>
