

Year 11 Outcomes

	Grade 4+				Grade 5+				Grade 7+			
	2021	2020	2019	2018	2021	2020	2019	2018	2021	2020	2019	2018
English & Maths basics	73%	66%	59%	56%	53%	37%	31%	35%	19%	9%	9%	8%
Maths	75%	69%	65%	68%	59%	44%	36%	46%	25%	15%	14%	13%
English (best)	83%	82%	68%	62%	66%	55%	53%	46%	32%	16%	18%	14%
English Language	78%	76%	62%	58%	61%	52%	47%	38%	30%	14%	15%	10%
English Literature	82%	76%	65%	58%	63%	43%	50%	40%	25%	12%	16%	12%
2 sciences	61%	70%	67%	64%	44%	48%	48%	41%	22%	13%	10%	9%

There is 'a strong and proactive safeguarding culture at Carr Hill' (Local Authority Safeguarding Audit November 2020)

The school maintains a clear vision that all pupils should achieve, across the broad spectrum of the Secondary curriculum. All staff buy in to that commitment, irrelevant of whether a pupil has SEND or not. (Local Authority SEN Audit December 2020)



Pupil Premium Review

In summary, I wish to thank all contributors to this review process, not least the pupils, who communicated respectfully, positively and with depth about their learning. It is clear there is an evolving culture change in mindset about PP pupils from the pupils themselves resulting from changes in approach from key staff, in particular the impact of the focus on Quality First Teaching and more targeted strategy around engagement in learning with the required adaptations to teaching pedagogy.

Morning line up routines are calm and orderly. There are very high expectations of uniform and social behaviours.

Similarly, behaviours for learning were (today at least) exemplary and pupils spoken with unanimously wanted to show loyalty to 'their' teachers and 'their' school. If this is a true reflection of the pupils' daily attitude to staff and learning, then there has truly been a positive impact of PP strategy over the last 2 years.



When describing the staff culture, the IQM Coordinator states that they are “working very hard to allow every one of our young people to pursue excellence in all that they do”. They want their students to “be committed to being the best they can be, to have ambitious goals for themselves and their future; to look for solutions to problems and learn from mistakes rather than giving up; and to develop a deep sense of for themselves, others, the school and the wider community”.

‘I only witnessed good or better behaviour across the school during lessons and during unstructured times.’



I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded IQM's Inclusive School Award and be reassessed in 3 years' time.

I am confident that the recent changes made to leadership structures, along with changes to staffing in core subjects, will lead to excellent outcomes and outstanding inclusive practice.

The curriculum at Carr Hill High School is fully inclusive and personalised to individual needs. There is lots on offer to ensure all students can pursue their interests at appropriate levels for them.

I therefore recommend that the school applies to be assessed as Centre of Excellence in one year's time. I will arrange for the Headteacher and IQM Coordinator to visit an IQM Centre of Excellence school to find out what it entails and observe best practice.

SEND

Every teacher is responsible for every student.

To continue to promote inclusion the first point of contact for any student is the mentor or class teacher.

However if you have a specific concern regarding a barrier to learning etc. The SENCO does do drop in clinics. These are advertised on the school website.

If times are inconvenient, please call and we can set up a meeting at a more convenient time.

Access Arrangements

A number of parents will be sent details of screening for Access Arrangements towards the end of year 9.

Students on the SEND register are automatically screened.

A number of students screened are not on the register, they may be screened at the request of a member of staff.

All students of all abilities can qualify for Access Arrangements.

Please remember there is always a change that a student screened may not make the criteria to qualify.

Mrs Darkin will be here at the end for any questions.

Welcome Back – Year 9
‘Be the very Best version of
you’

Year 9 has begun

- The next three years are crucial
- We start to think about and formalise our GCSE option choices
- We need to adopt a growth mindset.
- We need to **aim to be the very best version of you!**

How can you help?

- All students need a desk and a quiet space to complete homework and to revise.
- Homework needs to be completed each night and is set on Synergy each day. Students need to regularly read over class notes.
- Effective learning involves self-testing – can you test your son/daughter on what they have learnt in class to make sure that it has gone in?
- Take an active interest in their learning and ask them to tell you what they have learnt each day.
- Students should be spending at least 5 hours per week on homework and revision.
- Encourage them to be inquisitive and to read around their work to encourage a deeper knowledge and understanding
- Encourage them to be ambitious – they are capable of anything with hard work and support!



Attendance – 98% or above

- 95% attendance = $\frac{1}{2}$ a **day** of lessons missed every two weeks
- 95% attendance – **TWO** weeks of lessons missed each year

Behaviour for learning

- **Present** – Being both physically present in class and mentally in the room and ready to learn.
- **Punctual** – 5 minutes lateness to every lesson in a day costs 25 minutes of learning. Over a week, that's over 2 hours of learning lost. Over a term, almost 30 hours lost.
- **Positive** – This year will be tough with some knocks and set-backs. Resilience and positivity needed.
- **Polite** – Staff at school expect manners and courtesy from students as an absolute minimum. Students should also be polite to each other. Always.
- **Proud** – Proud of our school community and proud of ourselves.
- **Prepared** – All books and equipment. Prepared for all assessments and PPEs.

Resilience



- This year will be hard; there will be ups and downs
- It is how we respond to challenges and set-backs that determines how successful we will be
- Those who continue to work hard despite challenges will do well. Those who give up and stop trying will not.
- Parents, we need you to keep encouraging your son/daughter to keep going and never give up!

"Failure is an
opportunity to grow"

GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude
determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try
new things"

"Failure is the
limit of my abilities"

FIXED MINDSET

"I'm either good at it or I'm not"

"My abilities are unchanging"

"I don't like
to be challenged"

"I can either do it,
or I can't"

"My potential is predetermined"

"When I'm frustrated,
I give up"

"Feedback and criticism
are personal"

"I stick to what I know"

In Pursuit of Excellence

Proud to Belong

"I can't do Maths. I'm rubbish at it. I only got a grade 2 on my assessment. There's no way I'll get up to my target grade 5."

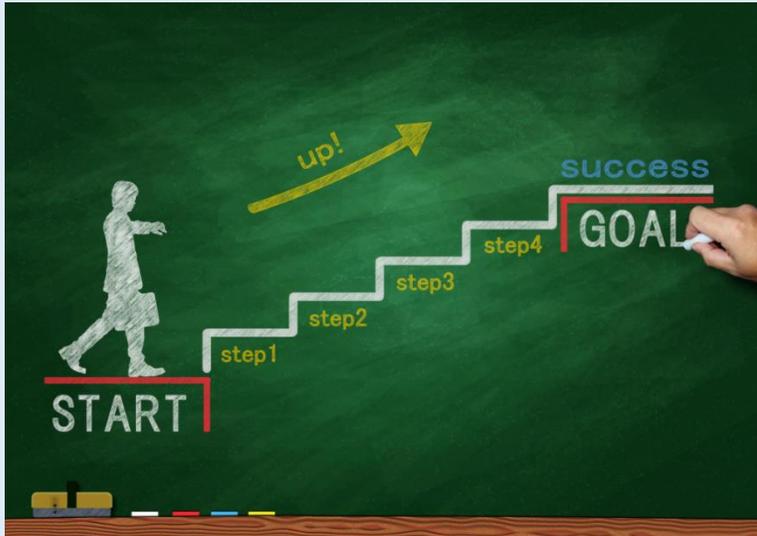
"My teacher spends a lot of time planning lessons for me and marking my work. I need to read his feedback carefully so I know how to improve. I need to attend all the extra support offered throughout the year and not wait until the last minute to seek help. I'm struggling in English, so I need to read over my notes and spend more time on my homework. If I put more effort in, I will get up to my target grade."

Commitment



- Teachers – committed to supporting our students to fulfil their potential, to giving them as much support and guidance as possible to help them achieve their goals.
- Students – the real effort and commitment must come from you. At least 5 hours of work at home each week. Maximum effort in all classwork and homework. No excuses – these are **your** results and **you** have to work hard for them.
- Parents – we need you to make sure the extra work at home is happening. All students need a quiet space to study, free from all distractions (especially electronic devices).

Aspiration

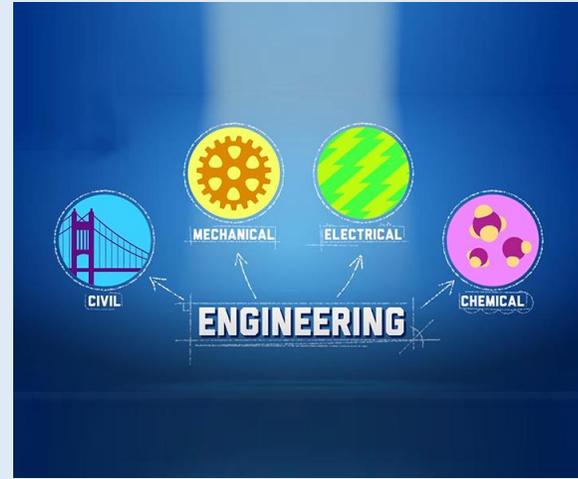


- We want our students to set high targets for themselves.
- A clear vision of where they want to go in the future and what they need to get there will help with motivation.
- Visit many colleges and find out about other opportunities such as apprenticeships
- We have a careers advisor in school to help

Vision for the future

CARR HILL HIGH SCHOOL

Commitment Aspiration Resilience Respect



Careers expertise at Carr Hill

Nick Beale is the Careers Leader with many years' experience including seven years as Director of Post 16 Studies.

- He has excellent understanding of post 16 routes and National and Local Labour Market Information. Strong links with colleges, universities and industry have been forged. These relationships provide a wide range of encounters to raise student aspirations.

Hayley Arthur

She is Level 7 qualified and has over 15 years of experience providing careers advice and guidance to young people in schools and FE colleges. She works for Atlas Careers Ltd, who are engaged by schools to deliver personal and independent career guidance.



Career Atlas
Mapping your future

Careers expertise at Carr Hill

CARR HILL HIGH SCHOOL

Commitment Aspiration Resilience Respect

The school is part of the Lancashire Enterprise Advisor Network. The school works in partnership with an Enterprise Coordinator from Inspira, Speakers for Schools and an Enterprise Advisor from BAE. As well as a network of employers during our mock interview and speed networking events.

The logo for BAE SYSTEMS, featuring the text "BAE SYSTEMS" in white, bold, uppercase letters centered within a red rectangular background.

ENTERPRISE
ADVISER NETWORK

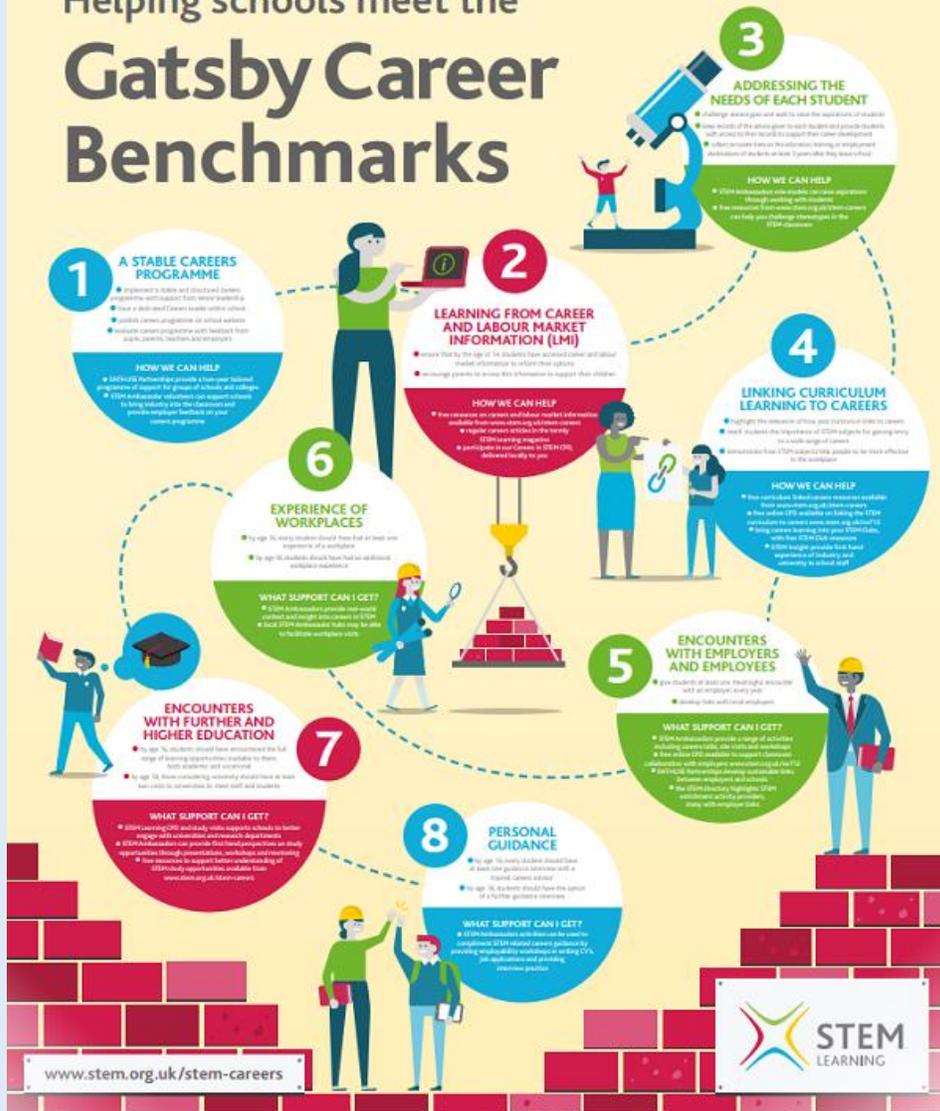


SPEAKERS
for schools

In Pursuit of Excellence

Proud to Belong

Helping schools meet the Gatsby Career Benchmarks



In January 2018 the DfE published the new statutory guidance for Career Guidance in schools. This statutory guidance has been restructured around the 8 Gatsby Benchmarks.

Carr Hill is committed to all 8 Gatsby benchmarks



National Careers Week

NCW

CARR HILL HIGH SCHOOL

Commitment Aspiration Resilience Respect



**LANCASHIRE
SKILLS PLEDGE**

In Pursuit of Excellence

Proud to Belong

OPTIONS

- Assemblies – in February students will attend assemblies explaining the options process and assemblies from subjects which are new at KS4 such as Health & Social Care.
- Taster sessions – subjects which students currently study will deliver taster lessons on the KS4 course.
- Options Evening – Thursday 24th February – talks to explain the process to parents and opportunities to visit different subjects and chat to teaching staff
- Year 9 Parents' Evening – Thursday 3rd March

Respect



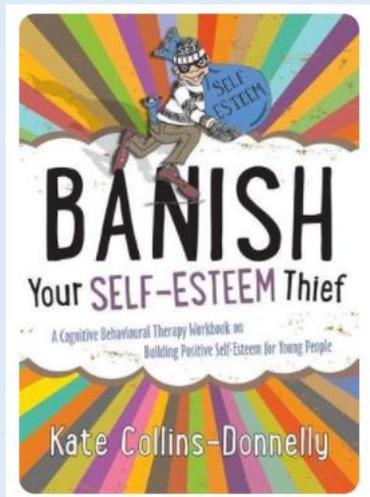
- Students:
- Respect your teachers – listen carefully in class, follow advice given in feedback, stick to deadlines, be polite, acknowledge how hard teachers are working to support you.
- Respect your parents – they are going to nag you because they want the best for you! – Tough Love!
- Respect yourselves – try your best, behave sensibly, give it your best shot.

Respecting yourself also means looking after yourself

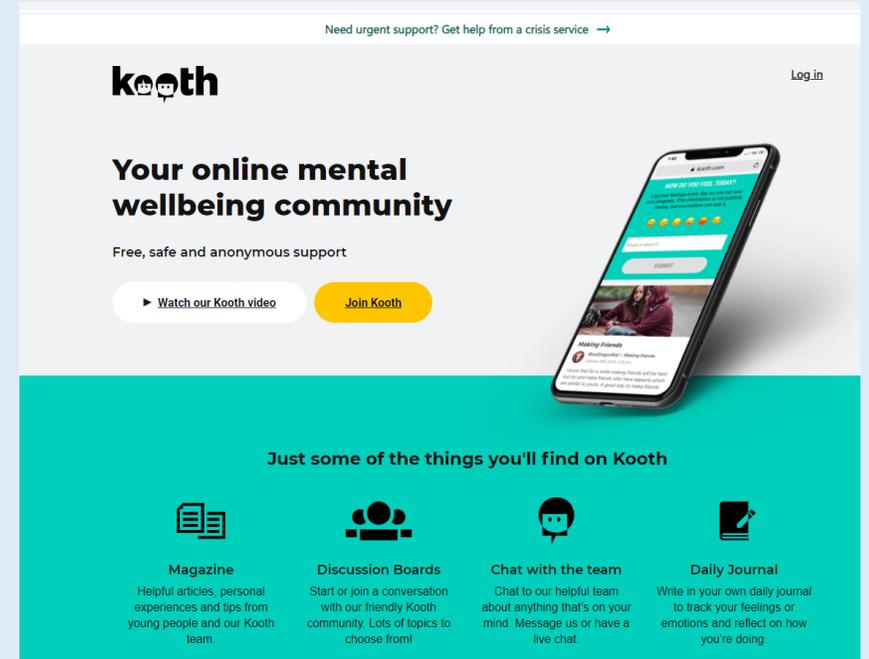


- There will be ups and downs, tears, frustration, panic, self-doubt etc. etc.
- Working hard is essential, but so is self-care
- Homework and revision must be a priority, but this should be balanced with exercise, healthy eating and time for hobbies, friends and family.
- Please let us know if you are not feeling ok .

Supporting mental health and well-being



Mentor time activities



We work with a range of external support agencies to support students with mental health concerns