

# St Peter's High School Profile



## St Peter's High School

Southminster Road

Burnham-on-Crouch, Essex, CM0 8QB

Telephone: 01621 782377

<http://www.stpetershighschool.co.uk>



Local Authority:	Essex
Age range:	11-18
Number of pupils:	829
Head teacher:	Mr D Stephenson
Chair of governors:	Mr P Elliott

## What have been our successes this year?

We have made rapid progress, confirmed by the positive March 07 Ofsted Inspection: sound in all areas with good leadership & management.

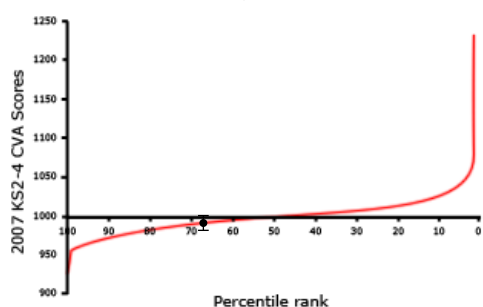
- Most improved school in Essex for 5A\*-C grades 2006-07
- 99% pass rate & improved ethos in Sixth Form
- curriculum change to match students needs, including vocational courses and fast track for the most able
- revision classes, Year 11 residential and revision school
- Successful Leading Edge partnership involving staff and student conferences
- revised school day providing calm lunchtime environment & extra-curricular clubs on Wednesday afternoons
- Website & elearning
- Highly effective pastoral system - Pastoral Support Managers (PSMs) for each year group
- improved student behaviour & ethos

- active Student Council fund raising for charity
- on site agencies: Safer Schools Partnership, mental health, Connexions, EWO, area Children's Centre
- good links with local community, including Burnham Town Council, recently winning Anglia in Bloom Awards
- improved links with partner primaries
- refurbishment of food technology rooms, new motor vehicle garage & Hair & Beauty Salon
- ICT provision almost 400 computers
- Secondary Schools Geography Quality Mark, silver Eco-Schools award

## What are we trying to improve?

- consistency of attainment at KS3
- staying on rate into Sixth Form with enhanced choice of pathways available
- using formative assessment to improve planning of lessons
- revised Year 7 curriculum developing transferable skills & 'learning to Learn'
- further embedding of business links with local companies
- piloting parents' access to on-line reports and attendance details
- further improve attendance (most improved Essex School this year)
- further improve system of rewards

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

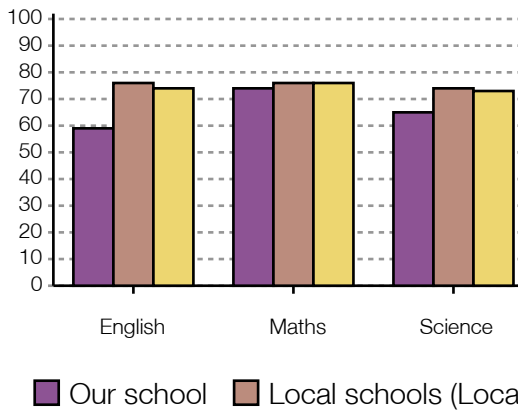


- Our School
- ┌ Confidence interval

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.

Progress is sound 11-14 and our greatly improved Key Stage 3 results and radically revised curriculum have resulted in much improved progress 11-16. This progress will continue in future years as curriculum changes continue to match the needs of the students.

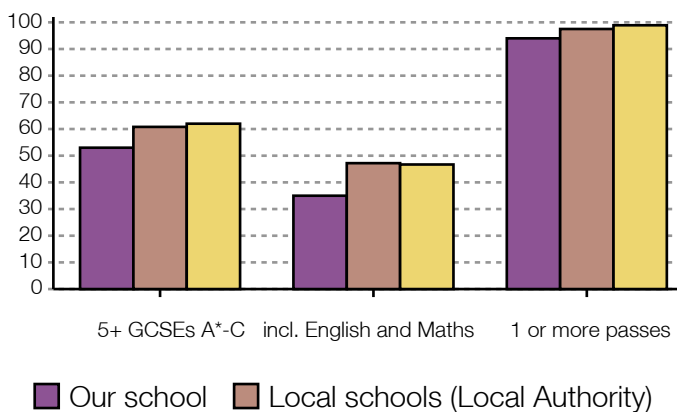
### How well do our pupils achieve at age 14?



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.

We have made and sustained significant improvement in student progress in all core subjects and expect the 2008 Key Stage 3 results to be around the national average.

### 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.

There has been significant improvement in the percentage of students gaining at least 5 good GCSEs in the 2007 examinations, making us the most improved school in Essex on the 5A\*-C measure and the second most improved including English & Maths. This is a result of radical curriculum change and a sustained focus on improving teaching and learning.

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## **How have our results changed over time?**

- Sixth Form pass rate has steadily increased up to an impressive 99% last year
  - standards at Key Stage 3 have improved significantly since 2003, both at level 5+ & 6+, in Maths, Science & English The greatly improved Key Stage 3 results provide a sound base for the future
  - Improved Key Stage 3 results and radical curriculum changes have lead to much higher achievement at Key Stage 4
  - Early entry is now embedded, with over 100 Year 9 students studying GCSE early and 24 Year 10 students starting AS level
  - Vocational courses have proved effective and motivational, including the offer of IMI level 2 Motor vehicle studies and Hair & Beauty
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## **How are we making sure that every child gets teaching to meet their individual needs?**

- St Peters has done a great deal to develop personalised learning, with good SEN provision and the development of 4 Pathways at Key Stage 4 and a similar system at post-16. This enables some students to commence AS levels in Year 10, others to study relevant vocational courses and some spend time on education programmes offered at our Alternative Education house, colleges and supported by work experience. All students complete key Stage 3 non-core subjects in 2 years and some will commence GCSE courses in Year 9
  - Students with particular talents are advanced, eg Year 8 studying GCSE in Music and some Year 10 students studying AS level
  - New Key Stage 4 courses have been developed in Hair & Beauty and Motor Vehicle studies and these have proved popular choices in purpose built accommodation
  - The new system of mini-schools enables regular progress checks and mentoring
  - Quality of teaching is carefully monitored and an excellent teacher coaching system developed; students are increasingly involved in observation & feedback
  - We have developed the use of prior attainment & cognitive data to ensure effective tracking & monitoring of students
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## **How do we make sure all pupils attend their lessons and behave well?**

- Attendance is monitored by PSMs and parents contacted if an absence has not been authorised. An Attendance Officer was appointed in September 07 and a text alert system introduced. This has made us the most improved school in Essex for attendance
- Behaviour in school has been greatly improved by the Behaviour for Learning system all students carry a BfL card and rewards and punishments are clearly identified and lead to appropriate consequences
- The new code of conduct was created by a group including students and staff
- Senior staff regularly observe lessons and there is proactive on call
- Computerised registration in all lessons commenced Sept 2006
- EWO actively involved

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

- The on-line survey shows that students feelings about school improve as they approach Year 11

They requested and were granted:

- Healthier options in the canteen
- Allowed to drink water in lessons
- Refurbished toilets
- Choice of charities to raise funds for
- More vocational courses
- Anti-bullying club
- Sports equipment purchased for use at lunchtime
- New code of conduct
- Behaviour for Learning rewards policy

- Attending governors meetings
- Student input into school self-evaluation
- Students evaluating lessons & feeding back

The new school uniform proposals were modified as a result of consultation with all students through e-portfolio and with detailed discussions with the School Council.

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

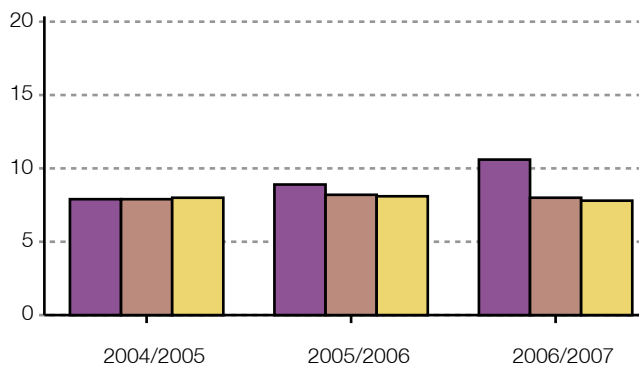
- The website, termly newsletter and fortnightly Students News communicate effectively to parents and the wider community
- A regular parents survey takes place and the latest survey was positive
- students contribute to Burnham's Anglia in Bloom entry, producing all the town's hanging baskets. The Year 9 student group were awarded Best Young Persons Project in 2005 and a special Judges Award in 2006
- Burnham's anti-litter campaign posters were created by the winners of the school art competition and students help in the community litter pick
- A local artist worked with students to produce a mural that has become part of the town's Art Trail
- Our gospel choir performs at a variety of functions, including the civic reception; students represent the school at annual Remembrance service
- Members of the community sponsor & present awards at our awards evenings, the gold standard is supported by the business community, churches are involved in assemblies, lessons and an after school club
- Sixth Formers work with primary pupils, we host the annual primary schools sports day and Arts Week
- Our SSCO organises primary school sports events
- Language staff teach French & German in our partner primaries
- Centre for University of Third Age (U3A)

## What activities and options are available to pupils?

- St Peter's offers an extensive range of enrichment activities theatre visits, concerts, art gallery trips, trips abroad, public speaking, drama & music activities and a wide range of sports activities
- A unique opportunity is provided for all students to be involved in the Community radio station, hosted by the school and broadcasting to the entire district (and beyond on the internet). Many students write and host their own radio shows
- All students have access to after school study support, revision and coursework clubs, library support, differentiated Year 9 revision classes, Year 11 Revision school
- Other clubs include Gospel choir, Duke of Edinburgh, Motor Vehicle, Science
- Successful past productions include Peter Pan, supper theatre, charity talent shows
- Special Days eg Jesus Bus (RE), Enterprise Day, 2Smart4Drugs, reward trips
- Charity fund raising is a strength of the school, raising nearly £10,000 including School Council fund raising and an annual charity week (Pete's Week) run by the Sixth Form
- Celebrations include Sixth Form Summer Ball and Year 11 Prom

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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

Our 2007-08 data shows that we are the most improved school in Essex for attendance and we have achieved this by appointing an attendance officer to address the significant number of absences condoned by parents. In addition, first day call outs, text alerts and electronic registration have had a very positive impact.

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

- Achieved intermediate Healthy Schools Award
- In PE all students study short course GCSE from September 07
- Health related exercise lessons are taught and students encouraged to take responsibility for their own personal fitness
  - successful Duke of Edinburgh Award scheme
  - wide variety of extra-curricular activities
  - Revised healthy eating menus in canteen
  - Water available free at lunchtime, is available in vending machines and students can drink water during most lessons
- a Pastoral Support Manager for every yeargroup
  - a community police officer on site 2-3 days a week who works with the school to investigate incidents, undertake duties and deliver PSHE lessons
- Lower school students have a Sixth Form mentor
- Multi agency groups offer a drop in facility
- Peer mentoring supports vulnerable students
- CCTV installed in school buses
- visitors sign in and carry id, staff wear badges
- Students at risk of exclusion undergo successful Pastoral Support Programme
- Anti-bullying Year 7/8 student group and support
- Developing culture of encouraging questions in lessons
- Good support for transition: Primary school to Year 7, Year 11- Year 12

- work with younger students to raise awareness of Higher Education
- Piloting new GCSE courses

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## What do our pupils do after year 11?

- See Sixth Form section
- our new post-16 'pathways' option system meets the needs of more of our Year 11 students and should further improve the staying-on rate
- Around 35% stay on to Sixth Form, others to colleges, other sixth forms and employment. Please contact us for most recent details

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## Ofsted's view of our school

St Peter's High School provides a satisfactory education for its students. This represents a substantial and acknowledged improvement since its previous inspection and in accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement. The school's self-evaluation clearly indicates that the headteacher and the school's senior staff have a good understanding of the school's strengths as well as what the school needs to do to continue to make improvement. The school gives satisfactory value for money.

The school faces considerable challenge. Its students enter the school with attainment which is slightly below average. In recent years the willingness to work hard has been lacking. The difficulties are compounded by the fact that the school works in an isolated area where teacher supply is difficult and the learning experiences for some students have been inconsistent as a result.

Nevertheless standards and achievement are now satisfactory. Students with learning difficulties and disabilities make at least as good progress as others in the school.

Inspectors recognise the progress the school has made in improving the poor standards and achievement in Years 10 and 11. In particular a satisfactory curriculum has been introduced which meets individual students' needs much better. There has been a concerted effort to improve the learning ethos, with a greater focus on the quality of learning in lessons. The school is also targeting borderline students who could attain a grade C in certain subjects, and is providing focused support for them. The progress also derives from improvements in the quality of the teaching. This is currently judged by the school and corroborated by the inspection to be overall satisfactory throughout the school. Indeed there is some outstanding as well as good teaching and where teaching is weak the school has identified it and has been doing all that it can to support the teachers concerned and to reduce the impact on students. The use of assessment in teaching has improved since the last inspection but some missed opportunities were seen in using assessment to energise and motivate students.

Personal development is satisfactory and behaviour has improved. Students are courteous and considerate to visitors. Despite some remaining concerns on the part of some parents, in lessons observed and around the school inspectors found good behaviour. One parent wrote, 'the changes in attitudes, pastoral care and the professionalism of the school....are very obvious.' Students' attitudes to school are better. Students enjoy the social opportunities that the school provides. In spite of the school's efforts, however, attendance has declined since the last inspection with too many parents condoning absence from school. Relationships between students and staff are for the most part good. There is mutual respect so that the students now feel that they have a growing

voice in the school. Their views are listened to and lead to changes. Students are increasingly and effectively involved in the local community and local, national and international fund-raising. The level of the care and support the school provides for students is satisfactory and some aspects are good. Students highly value the support that they receive through pastoral managers. They made comments such as: 'They make time for you... someone is always there... if there is a problem, they want to get it sorted.' Students with individual learning needs are supported well through the school's approaches to inclusion. The school has developed good alternative provision for disaffected students to reduce their risk of permanent exclusion. Through the variety and personalised approach to work-related learning, work placement and vocational courses these students are able to demonstrate strengths and gain success. Leadership and management are good. This stems from the headteacher who has projected high expectations, established and used good links with the local authority and other schools and created a greater sense of purpose across the staff. St Peter's senior and middle management staff work hard with the headteacher to maintain the pattern of improvement. In so doing they are supported by a governing body that acts as an advocate for the school in external matters whilst being constructively critical within the school itself. Because of the steady improvement since the removal from special measures, inspectors are confident that with the good use of the support of the local authority the school's capacity to continue to improve is good.

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Date of last inspection: 09-Mar-2007

Ofsted graded our school as satisfactory

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for St Peter's High School](#)

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## What have we done in response to Ofsted?

- We have revised our action plan to improve even further, especially focussing on maximising Key Stage 3 performance
- Students attainment is rising rapidly, particularly at Key Stage 4, and further curriculum change is planned
- Radical curriculum changes have introduced vocational course into Key Stages 4 & 5 and fast track provision for the most able and this will continue to be embedded
- the new Year 7 curriculum will develop transferable skills
- attendance has improved greatly (see sections above)
- Learning culture & ethos has continued to improve with a highly effective pastoral care system and rigorous monitoring of achievement
- Quality of teaching is monitored rigorously withour coaching system is seen as an example of best practice

- Staff training has been focussed on key priorities
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# Information about our sixth form

## Our results this year

Our results in 2007 demonstrated a further rise in pass rate to an impressive 99% (10% points up from 2005) and average points per entry and average points per student both rose once again.

The ALIS value-added places us around the top third of Sixth forms nationally.

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## How have our results changed over time?

see previous section

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

- Improved pass rate & ethos
- vocational courses developed
- New computer management system enabling better reporting
- Website & elearning
- efficient pastoral system with a Pastoral Support Manager for the Sixth Form
- support for students Year 11-12 & Y13 to Higher Education and employment
- active Sixth Form Council & leadership of the Student Council
- greater integration in school life - Head Boy/Girl elected by all students, represent school at school events, make presentations to governors' meetings and attend community functions
- improved primary links involving Sixth Form team visiting primary schools and involved in primary sports days
- Charity fund raising is a strength including an annual charity week run by the Sixth Form
- Quality of teaching carefully monitored and teacher coaching system developed
- Developing use of prior attainment & cognitive data to ensure effective tracking & monitoring of students

- We have started Sixth Form links with multi-cultural Alperton High School, Brent
- Cultural trips (eg Paris) and University 'Road Trips' to raise awareness of Higher Education opportunities

See other whole school sections

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## **What are we trying to improve in our sixth form?**

- staying on rate into Sixth Form with enhanced choice of vocational provision
- See whole school section

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## **What do our students do after leaving the sixth form?**

Most students (an increasing number) go to a variety of university courses and some to employment. Further details are available from the school.

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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 01621 782377

Our website <http://www.stpetershighschool.co.uk>

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