

Allerton High School

Prospectus 2018-2019

In this pack, we have tried to provide prospective students, parents/carers and visitors with sufficient information about our school. We have included key points from our main policy documents though full policy documents are all available on request. A copy of the prospectus is available on line at: www.allertonhigh.org.uk. We frequently make changes to our recruitment and marketing material, therefore this prospectus information is correct in September 2018, but is subject to change. Please contact us if you have a specific query about our policies, arrangements, admissions or uniform details.

We have included in this pack details of the following:

Allerton High School: Our Vision and Aims

Accommodation, Addresses and Information

Admission Arrangements for September 2019

Business & Enterprise News

Careers Education & Guidance

Curriculum Statement

(Includes information on KS3 (Y7/8), KS4 (Y9/10/11) & Post-16 incorporating the Basketball Academy)

Educational Support Team

Examination Results for 2018

Extra-curricular & Study Support Activities

Home-School Agreement

Ofsted Inspections

Parents' Forum

Partnerships

Pastoral Care & Personal Organiser

Policies (Anti-bullying; Attendance; Charging; Child Protection; Equality; Drugs; Positive Behaviour; Sex & Relationship Education;)

Students' Successes

Uniform

Appendix 1: Headline Examination Information 2018 - GCE A Level & GCSE

Appendix 2: Extra-curricular Provision 2018/19

Appendix 3: Sporting Achievements

Allerton High School**Our Vision and Aims****Mission Statement – ‘*Enabling young people to achieve success*’**

We are committed to enabling all our young people to achieve success in all aspects of school life and to preparing them for the challenges ahead. We work in close partnership with students, their parents/carers and the community and as a high achieving school, we set ourselves and our students challenging targets.

We value: hard work, perseverance, courtesy, service to others, honesty and tolerance.

We enable young people to achieve success by:

- having high expectations of everyone
- ensuring teaching and learning is high quality, varied and engaging.
- developing individual talent and potential
- providing opportunities for all students to develop their ICT, numeracy, literacy and communication skills.
- developing the key skills for learning; teamwork, independence, exploration and reflection
- recognising and celebrating success
- nurturing a feeling of pride in the school
- developing enterprise capabilities and preparing students for the world of work
- ensuring that the teaching and learning environment is welcoming and safe

We aim to develop Spiritual, Moral, Social and Cultural awareness and promote British Values by:

- ensuring lessons are set in a context which is meaningful and appropriate to students’ age, ability and background
- providing varied and meaningful personal development activities which allow students to reflect upon and discuss their beliefs, feelings and responses to their personal experiences
- helping students to develop an understanding of their individual and group identities by becoming good citizens in a local, national and international context
- ensuring students develop an understanding of their social and cultural environment, especially an appreciation of the many faiths and cultures which enrich our school by celebrating diversity and difference
- encouraging students to manage their own behaviour and relationships, show mutual respect and understand the importance of honesty and truth in all walks of life including through social media
- encouraging students to lead a healthy lifestyle.

Accommodation, Addresses and Information

We moved into a brand new, state of the art learning environment in September 2008. The new building is designed around a central street, with five curriculum pods, where students access specialist teaching and learning experiences. The five pods comprise: Science & Technology; English & Modern Foreign Languages; Maths, Business & ICT; PE, Art, Music & Drama; History, Geography, RE & PSE. Our accommodation is designed to allow 'anytime anywhere' access for our wireless-enabled equipment. Students can access ICT-enriched experiences throughout their learning day with us, in a variety of formats. Our external facilities with exterior landscaping, were completed in September 2009 and include: running track, tennis and basketball courts, football, hockey and rugby pitches.

Headteacher: Mrs E Silson

Chair of Governors: Mrs J Illingworth

Director of Children's Services Mr S Walker

Children's Services, PO Box 837

Leeds. LS1 9PZ.

Timing of the school day: 8:30am – 2:40pm Monday and Friday

8:30am – 2.50pm Tuesday to Thursday

Academic Calendar for 2019-2020

| Holiday | Schools close | Schools open |
|-------------------------|--------------------------------|--------------------------------|
| Summer break | --- | Monday 2 September 2019 |
| Autumn mid-term | Friday 25 October 2019 | Monday 4 November 2019 |
| Christmas break | Friday 20 December 2019 | Monday 6 January 2020 |
| Spring mid-term | Friday 14 February 2020 | Monday 24 February 2020 |
| Easter break | Friday 3 April 2020 | Monday 20 April 2020 |
| May Bank Holiday | Friday 1 May 2020 | Tuesday 5 May 2020 |
| Summer mid-term | Friday 22 May 2020 | Monday 1 June 2020 |
| Summer break | Monday 20 July 2020 | |

Admission Arrangements for September 2019

As we are maintained by the Local Authority, admission to our school in Year 7 is via the Admissions Unit (telephone: 0113 222 4414). Booklets explaining the full admissions policy, together with forms for parental preference, are distributed through all Primary Schools from September 2018 for entry to secondary school in September 2019. Parents/carers of students who are eligible for entry are welcome to join us on our annual Open Evening held on Thursday 27 September 2018 from 6-8.30pm. If you are unable to attend the Open Evening, it might be possible to arrange a tour of the school during the day; parents/carers are asked to contact Lyndsey Johnson Laird at school.

Business & Enterprise News

We are a former specialist Business & Enterprise school. We are proud of our work in building student confidence and expertise in the worlds of business and enterprise, much of which is published in our magazine, 'Allerton Eye'. The school and students have benefited from our former Specialist Status through a wide range of opportunities including our Enterprise Events which take place throughout the year. Some of the successful enterprise events through the last academic year include:

- Employability Skills Day for Year 12 students run by Kaplan/ESH Construction.
- Vocational 'A' Levels successfully delivered in ICT, Business, Media, Music and Health & Social Care.
- Year 12 students acted as facilitators for a variety of Enterprise Days.
- Broadening horizons talks from a wide range of employers.
- Year 12/13 students organised the MAECare Christmas party/ tea dance for over a hundred 'golden' visitors and delivered plants to them in Spring.
- Leeds Enterprise Advisory Programme (LEAP) for Post 16 students – a business competition
We have hosted LEAP events for 22 schools across Leeds and were winners in 2013 with 'Revival Clothing Company' and runners up in 2014 with 'Monochrome.'
- Key Stage 3 'Make Your Mark with a Tenner' Challenge.
- Year 8 Enterprise Event 'The Restaurant Challenge'
- Year 9 Enterprise Event 'The Stock Market Challenge'

Careers Education Information & Guidance (CEIAG)

We are committed to providing our students with a broad and balanced learning experience, in order to equip them effectively for adult life in the workplace. Our students undertake a work placement in Year 12, which provides valuable life experience and some students extend this further with additional internships. Students also receive regular Careers Guidance from KS3-5 to help them decide on their future careers paths, as well as regular support within Personal & Social Education (PSE) and coaching sessions.

We have a strong 'Visiting Speaker' programme where students are able to hear at first hand about opportunities in various sectors of the job market.

Curriculum Statement

Our curriculum consists of all the activities offered by the school. These are intended to promote the intellectual, personal, social and physical development of all students. The curriculum includes not just the formal programme of lessons, but also the less formal programme of extra-curricular activities. We are committed to providing equal access and opportunities for all students.

Key Stage 3 (Years 7 and 8)

In Year 7 and 8 students follow a broad and balanced curriculum which builds on Key Stage 2, further develops the skills essential for learning and provides a firm foundation for Key Stage 4. In Year 7 and 8 the curriculum consists of:

| | | |
|---------|------------|--------------------------|
| English | PE | Modern Foreign Languages |
| Maths | PSE | Art |
| Science | History | Music |
| ICT | Geography | Drama |
| RE | Technology | |

Students are taught in flexible ability groups from Year 7 in English, Maths, Science and ICT.

Our Modern Foreign Language team offers French, Spanish, Panjabi and Hebrew.

All Year 7 students have individual logins for the Accelerated Reader Web-based reading programme. Students are recommended reading books according to their reading ages and read for at least one hour every week with regular tests of comprehension. All English lessons in Year 7 begin with 10 minutes of silent reading.

We provide a withdrawal programme for Literacy and Numeracy to a small group of students.

Key Stage 4 (Years 9-11)

Our Key Stage 4 curriculum provides a broad core of essential subjects whilst at the same time giving the flexibility that allows students to choose courses that suit their individual needs.

In Year 9 students begin courses which in most cases will lead to external qualifications including GCSE, Cambridge National, BTEC Level 1/2 Certificates. Most students will follow a full GCSE programme in Year 11 whilst others will find an appropriate curriculum in Foundation Learning which includes Entry Level and Level 1 courses. In Year 10 and 11 we collaborate with a range of FE Colleges and Training Providers to offer vocational courses.

The Core Curriculum is followed by all Key Stage 4 students from Year 9 through to Year 11:

| | |
|--|-----|
| English Language and English Literature | PE |
| Maths | RE |
| Science (Combined Science or Biology, Chemistry and Physics) | PSE |

In Year 9 all students can make four choices from a range of courses including familiar subjects as well as new courses that introduce them to exam subjects that they might choose to study in Year 10 and 11.

From Year 9 most students will continue their language studies completing a GCSE at the end of Year 11. Most students study Humanities in Year 9 before choosing History or Geography GCSE in Year 10 taking the final examinations in Year 11. Most students will have an option choice each year to be studied for five lessons each week and completed in one year, allowing four choices in total. Students who do not choose to study language and humanities have two choices each in Year 10 and Year 11. This allows students a flexible and personalised way of planning their own curriculum. Students can choose from:

Applied courses:

| | |
|---|-------------------------------------|
| Business (BTEC) | iMedia (Cambridge National) |
| Child Development (Cambridge National) | Music (BTEC) |
| Health and Social Care (Cambridge National) | Sport (BTEC) |
| Hospitality (Eduqas L1/2 Cert.) | Sports Science (Cambridge National) |
| IT (Cambridge National) | |

GCSE Courses:

| | | |
|---------------------|------------------|-------------|
| Art | Food & Nutrition | PE |
| Business Studies | French | Photography |
| Computer Science | Geography | Psychology |
| Design & Technology | Hebrew | Sociology |
| Drama | History | Spanish |
| Fine Art Textiles | Punjabi | Statistics |

Post 16 (Year 12 and 13)

Our thriving and successful Sixth Form provides a wide choice of A Level and Applied Advanced Level courses.

In Year 12 most students choose four courses from:

Applied Advanced Courses:

Business (Cambridge Technical)

Digital Media (Cambridge Technical)

IT (Cambridge Technical)

Music (BTEC)

Applied Science (AQA)

Sport & Physical Activity (Cambridge Technical)

Health and Social Care (Cambridge Technical)

Food & Nutrition (Eduqas Level 3 Diploma)

GCE A Level:

Art & Design (Fine Art or Photography)

Extended Project

Philosophy

Biology

French

Physics

Business Studies

Further Maths

3-Dimensional Design

Chemistry

Geography

Psychology

Drama & Theatre Studies

Government and Politics

Sociology

Economics

History

Spanish

English Language

Maths

Textiles

English Literature

PE

Enhancement

In addition to the subjects they select to study, Post 16 students are encouraged to work towards achieving the Vinspired nationally recognised Volunteering awards. To do this, students choose from a range of activities and in a 12 month period complete 50 or 100 hours of voluntary work. Activities include supporting the wider school community (e.g. reading club and Year 7 coaching), organising an event (e.g. charity fund raiser or MAECARE party.) As well as volunteering students are also encouraged to partake in a Personal Development Activity to develop or enhance a skill (e.g. LEAP, Debating Matters or Arts Award.)

Basketball Academy

We launched our Basketball Academy in September 2012 in partnership with The City of Leeds Basketball Academy. The Director of Basketball and Head Coach, Matt Newby is responsible for recruiting talented players to this programme and can be contacted at m.newby@cityofleedsbasketballclub.co.uk . It is an elite pathway to professional basketball and allows Post 16 students to study, whilst participating in individual and group coaching and conditioning sessions in basketball. The teams are very successful and 4 players have gone on to represent Great Britain or England. We currently have 4 Academy graduates who study in the USA where they are completing degrees, with full Scholarships and playing elite basketball.

To find out more about the City of Leeds Basketball Academy and the citywide structure visit:
www.cityofleedsbasketballfoundation.com

A separate post 16 prospectus is available on request.

Educational Support Team

We have an integrated approach to meeting the special learning needs of all students, whether it is a problem with reading, flair in Maths or a talent in music. This may be done through in-class support, master classes, short-term intensive sessions or longer periods of help. We have a very successful and well-resourced Educational Support team, providing a safe and stimulating environment for students with an increasingly wide range of needs. The team comprises a Deputy Headteacher responsible for inclusion, a Special Educational Needs Co-ordinator, Senior Teaching Assistants, a team of Teaching Assistants, subject-specialist interventionists (in English, Maths and Science), a teacher with responsibility for students with Specific Language impairment needs (SLI), a Speech and Language Therapist and two Lead Practitioners for SLI and autism. All staff within the team support students in class, in small group work or as individuals, where appropriate. Parents/carers concerned about a particular aspect of their child's learning are invited into school to discuss the problem with the appropriate member of staff. The full Special Educational Needs Policy can be viewed by contacting the school and the school's Universal Offer for SEND can be found on the school's website.

Examination Results for 2018

We have yet again had excellent academic results in 2018 despite considerable national change to specifications and the uncertainty around grades and standards. Allerton's results at first analysis seem to be among the strongest in Leeds, with 60% gaining GCSE passes at Grades 5:9 with English and Maths. Attainment across all subjects is strong (average grade 5.5/B) and progress is looking similarly strong to previous years. At Post-16 the pass rate was 98% with 72% of all grades achieved at A*-C, 21% of all grades at A/A* and 42% at A*-B. Most of our students applied to University to continue their studies; more than a third will be starting at Russell Group Universities and virtually all secured their place in Higher Education. (Please see the insert data sheet inside the back cover of this prospectus for more details.)

Extra-Curricular & Study Support Activities

We encourage our students to participate in the numerous activities organised after school and we provide a range of activities, to allow students to follow their interests and enthusiasms for learning and for wider school life. The current extra-curricular activities programme is inserted in the back of our prospectus and includes:

- Sports and games (football, cricket, basketball, dance, rugby, netball)
- ICT facilities
- Science Club
- Study Support

We also have thriving Drama and Music teams, who offer:

- Individual instrument tuition on a wide range of instruments
- Annual musical and theatre productions involving students of all ages
- Access to state-of-the-art technology in both Music and Drama

Home-School Agreement

We ask all parents/carers and students to sign our Home-School Agreement, which is contained in the students' Personal Organisers, on admission to our school. The agreement sets out the main responsibilities of each of the three parts of our success triangle: home, school and student.

Ofsted Inspections

The school was subject to a Section 8 inspection in September 2018. Provision was judged to be 'good' but Inspectors concluded the school 'may be outstanding'. This is the best possible outcome a school can receive in the new system which was introduced in January 2018. Inspectors have recommended that the school receives a Section 5 Inspection within the next 18 months. Inspectors stated that students make excellent progress in KS4 as a result of excellent teaching, a well considered curriculum and "by they themselves focussing so well in lessons."

HMI Michael Wardle commented that "the school has demonstrated strong practice in certain areas indicating the school is improving towards being outstanding. You constantly strive for excellence in all areas of school life, and as a result, the school's vision of 'enabling young people to achieve success' is very much alive."

Internal visits by representatives of Leeds City Council over recent years have also concluded that provision is outstanding.

Full copies of all reports are available on our website.

Parents' Forum

'Parent's Forum' was originally formed to help to raise funds for the school but now the group acts as a forum to consider matters which affect parents/carers and their partnership with the school. In 2017/18, the group has been consulted on issues such as uniform, the details of parent/carer feedback provided by questionnaire on Subject Consultation Evenings, the School Improvement Plan, Training Days, parking and the new assessment system at KS3. The group meets at least termly and all parents/carers are welcome.

Partnerships

The school works closely with a range of partners in order to support our young people. We have good relationships with local schools and share some minority provision at KS5. We also work with universities and companies to secure the next steps for our students. These include partnerships with external providers to support students interested in the Apprenticeship route and Leeds, Edge Hill, Leeds Beckett and Newcastle Universities to inform and strengthen university applications.

We have strong relationships with local businesses given our former status as a Business and Enterprise Specialist School. We work closely with ESH Construction to ensure all Post 16 students develop and demonstrate employability skills as part of the 'Build My Skills' programme delivered during Personal Development. We work with employers (local and national) to secure a range of work experience opportunities for our Post 16 students. We have also developed a partnership with LLS who offer coaching qualifications to students.

We have strong links with the local primaries and work in the Alwoodley, Roundhay and Moortown (ARM) Cluster to ensure resources are made available to support families in our locality.

Pastoral Care

We recognise that to succeed, students will need a high level of support at home, at school and in their community. Creating a partnership with parents/carers depends on having regular and positive contact, building trust and confidence and a genuine commitment to involve parents/carers in supporting their child's learning.

Year groups are split into coaching groups. Each coaching group is led by a Coach, who is the most immediate person to monitor and support the achievements and personal and social development of each student. Coaches are led by Achievement Leaders, who co-ordinate the progress and development of all students in the year group. Support is also given by a range of staff, such as the Behaviour Leader, Behaviour Managers, Achievement Coaches, Attendance Officer, Parent Support Advisor and our Safer School's Police Officer.

Emphasis is placed on educating the student as an individual. All staff are given support to develop their joint role as carers and teachers of the students in their charge.

Personal Organiser

Students are each provided with a Personal Organiser, which is much more important than just a homework diary. It is to help students record homework, plan when home-learning can take place, plan time needed for certain tasks, get messages home, record progress and set targets for achievement.

Students are asked to use the Personal Organiser daily, to keep it up to date and to note achievements. Coaches review students' Personal Organisers each week, to check that students are making the best use of them. If the Personal Organiser is lost or damaged at any time during the year, students will need to replace it at a current cost of £4.50.

Policies

Full details of our policies are either on-line or available on request. We provide a summary paragraph on a selection of our key policies here, for guidance:

- **Anti-Bullying Policy**

We have a firm anti-bullying policy which makes it clear to students that bullying is always unacceptable. Every student has the right to be safe and happy in school and to be protected. We will not allow the actions of one student to impact on the safety or happiness of another.

- **Attendance Policy**

We follow the guidance from the Department for Education (DFE) concerning Family Holiday or Extended Leave during term-time. We are committed to educational excellence and success and we have devised programmes of study which map out a structured path of learning for our students. Full attendance is a prerequisite for that success and any breaks in continuity will have a negative impact on the student. Parents/carers will not be granted permission for any leave of absence for any student during term-time unless the circumstances are exceptional; being unable to take a family holiday together during official school holidays is not exceptional circumstances nor is the need to visit extended family abroad. Please note parents are fined if students take holiday in term time - £60 per child per parent.

- **Charging Policy / Pupil Premium and Post 16 Bursary**

Our annual budget is never sufficient to buy all the desired resources. We hope to continue our policy of supporting a wide range of curricular experiences, including residential visits, by asking for voluntary contributions from parents/carers. In accordance with Leeds City Council's guidelines, the inability or unwillingness of parents/carers to contribute will not prevent the participation of individual children in a curricular activity. In addition, there will be a remission of charges for board and lodging on a curricular visit for students whose parents/carers are in receipt of family credit or income support. We make full use of our Pupil Premium and Post 16 Bursary to support parents/carers in need of financial support.

- **Child Protection Policy**

We are committed to safeguarding and promoting the welfare of all our students. We contribute to the prevention of abuse, ensuring that all young people in our care have the right to be protected from harm and that all children have support which matches their individual needs, including those who may have experienced abuse.

- **Equality Policy**

The school is DDA compliant and as part of its ongoing commitment to Equal Opportunities and the delivery of an inclusive educational service, we will endeavour to ensure that those with disabilities receive the same standards of service as everyone else. A copy of the Equality Scheme and Equality Action Plan can be seen on request. The member of staff leading on Equality issues is Deputy Head, Mr Hewitt.

- **Drugs Policy**

Allerton High School is a safe place for our students to enjoy their learning. The governing body supports our students' safety by ensuring that any student found in possession of any prohibited substance on school premises is likely to be permanently excluded.

- **Positive Behaviour Policy**

As a parent/carer you will play a key role in ensuring the success of the Positive Behaviour policy. It is important that you are aware of the principles behind the policy as well as the details of the procedures.

Positive behaviour is centred around three very simple concepts:

- That all young people enjoy being effectively rewarded for their efforts.
- That all young people need clear guidelines about acceptable behaviour.
- That good communication between teachers, parents/carers and students will help to promote desirable behaviour and achievement in school.

The aim of the Positive Behaviour Procedures is to 'catch students doing the right thing'. Our approach is based on the belief that the vast majority of students do the right thing most of the time. The approach aims to recognise this using a public system of rewards which is understood and valued by all members of the school community. Through the consistent application of these procedures, good habits are reinforced and inappropriate behaviour is marginalised.

We ensure students are rewarded for their work, effort and achievements during their time in school. Students are awarded stamps in their Personal Organiser which are counted and exchanged for rewards including earphones, USB sticks and visits to theme parks. In addition, there is a Year 11 Leavers' Ball which is supported by the school.

However, we also make clear our expectation of good behaviour and students collect codes if they do not meet with those expectations. The codes lead to a series of sanctions.

- **Sex & Relationship Education (SRE) Policy**

Where SRE is taught, it is in such a manner as to have regard to moral considerations and the value of family life. It is recognised that students come from a diversity of family, cultural and religious backgrounds and that issues need to be handled sensitively and non-judgmentally. Consequently, SRE forms an important part of our Personal and Social Education (PSE) course, taught by staff who have received appropriate training and support, to enable them to feel comfortable with the content.

Students' Successes

We regularly celebrate our students' successes both in and outside of our school life. These are regularly publicised around the school via displays, assemblies and our in-house school magazine, 'Allerton Eye', which is compiled by students and available on-line. We also feature in the local press and media, as we endeavour to share our success with our local community.

Uniform

We have a standardised uniform and PE kit, full details of which will be supplied on entry to the school. It is expected that families will support the school in upholding the standardised uniform by purchasing clothing and footwear which conforms to the required expectations.