



## Information for Prospective Parents




**Headteacher:** Phil Hanson

**Chair of Governors:** Nick Young

“The most striking aspect of Perschore High School is the friendly and supportive atmosphere”

### Classification

Perschore High School is an academy for boys and girls. As a good school with outstanding features we were awarded Academy status in 2011. Ofsted inspections in 2013 and 2017 confirmed this judgement. In 2017 we formed the Avonreach Academy Trust with Orchard, Inkberrow and Norton Juxta Kempsey Primary Schools.

-  There are currently 1128 students on roll in the school
-  There are 65 members of teaching staff.
-  They are supported by 48 other staff.

### Admission Arrangements

Admission into years 7 to 11 is administered on our behalf by the Worcestershire LA's Pupil Admissions & Transfers Section. We follow the LA admissions policy as explained in their booklet which is available at: [www.worcestershire.gov.uk/schooladmissions](http://www.worcestershire.gov.uk/schooladmissions)

For the first time in September 2021 we will admit a limited number of students into Year 7; the majority of these will be from Avonreach Primary Schools and places will be allocated in line with our 2021 Admissions Policy. Our Planned Admission Number (PAN) for Year 7 is 90. It is normal for Year 7 students at our three contributory Middle Schools at Drakes Broughton, Pinvin and Abbey Park to transfer to the High School and the PAN for this intake is 282. However, every year we also admit students from other schools into all years, whether in or outside of catchment. Applications for transition in September 2021 must be made by 31st October 2020. Applications outside of normal transition (in-year applications) can be made via the Local Authority's process: [www.worcestershire.gov.uk/info/20099/school\\_admissions/706/in-year\\_applications](http://www.worcestershire.gov.uk/info/20099/school_admissions/706/in-year_applications).



Due to limitations caused by the COVID-19 restrictions we will not hold an Open Evening in September 2020 as planned, however a virtual information evening will be held in its place and this and other information will be available from the school's website in October 2020. Under normal circumstances parents, especially those moving into the area, are encouraged to visit the school and discuss what we can offer with the Headteacher. As this is not possible under current restrictions please contact [office@perschore.worcs.sch.uk](mailto:office@perschore.worcs.sch.uk) and a member of the Leadership Team will contact you to discuss your enquiry.

### Special Educational Needs and Disabilities

We have a Mainstream Autism Base and our Inclusion Centre provides for the special needs and disabilities of other students. The aim of the school's Special Educational Needs and Disabilities Policy is to enable all students to achieve their full potential, academically and socially and to have access to the National Curriculum.

The objectives of the Special Educational Needs Disabilities Policy are:

Ensure as far as is reasonably practicable that the 'Special Educational Needs and Disabilities Code of Practice is implemented at the school together with the Education Act 1998

-  All pupils receive Quality First Teaching.
-  All pupils are fully integrated into the school and individual needs are continually assessed and supported as far as is practicable within a mainstream educational establishment.



- 🏰 Pupils with SEND have access to the appropriate support and adaptations to enable them to be fully included in the life of school, using best endeavours to respond to the four broad areas of need:
  - Communication and interaction
  - Cognition and learning
  - Social, emotional, mental health
  - Sensory/physical
- 🏰 The school identifies pupils, previously not identified, with SEND and implements the appropriate procedures to provide support.
- 🏰 The views of the individual pupils and their parent/guardian are taken into account when their requirements are being assessed.
- 🏰 The appropriate mechanisms are implemented annually to ensure pupils' needs are met and parents/carers with SEND children are fully consulted.
- 🏰 The roles and responsibilities of the Governing Board, Headteacher, Director of Learning Support and Inclusion (SENCo), Teaching staff and Support staff are clarified.
- 🏰 Members of staff working with pupils with SEND have appropriate information, support and training.
- 🏰 The school environment accommodates children with disabilities and provides the appropriate facilities to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals.
- 🏰 The school works in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## Our Vision and Values

Perschore High School is a welcoming, aspirational and purposeful community where young people develop character, courage, confidence and the ambition to succeed.

### Our Values:

- 🏰 Highest levels of achievement;
- 🏰 Highest levels of well-being and involvement;
- 🏰 Highly effective preparation for the future;
- 🏰 Highly effective family and community engagement.

### Our Principles:




- 🏰 Take pride in always doing your best; celebrate effort and success;
- 🏰 Be a positive role model;
- 🏰 Always be kind; never ignore unkindness;
- 🏰 Communicate positively with everybody;
- 🏰 Make the safety and well-being of everyone your priority;
- 🏰 Use every opportunity to discuss learning with others;
- 🏰 Contribute to, and participate in, the wider life of the school.

*“Students have good attitudes to learning and behave exceptionally well around school...  
There is an excellent variety of extra –curricular and enrichment activities”  
Ofsted July 2013*

### We are committed to:

- 🏰 Offering the highest standards of teaching, guidance and support, thus
- 🏰 enabling each student to achieve the highest possible academic standards;
- 🏰 Equipping students with basic key skills which will stand them in good stead throughout their working lives;
- 🏰 Encouraging students to participate in the wide range of activities on offer.



-  Fostering personal as well as academic development;
-  Giving students a sense of belonging to a community;
-  Encouraging students to take increasing responsibility for their own learning.

*“Students are kind, helpful and respectful towards one another” Ofsted July 2013*

## **Safeguarding**

We believe that it is always unacceptable for a child to experience abuse of any kind. We recognise our responsibility to safeguard the welfare of all children. We will provide staff and volunteers with guidance to follow when they suspect a child may be experiencing abuse or at risk of harm. We will work co-operatively with other agencies to safeguard and promote the welfare of children. We will ensure that our concerns about our pupils are discussed with parents/carers first - unless we have reason to believe that such a move would be contrary to the child's welfare.

*“There is a positive climate for learning in all classrooms... Students make good progress during Keys Stages 3 and 4 and achievement in the Sixth Form is outstanding” Ofsted July 2013*

## **Pastoral Care and Academic Support**

At Perschore High School our concern for the welfare and social and academic success of our students is paramount. To achieve this we run a vertical tutoring system \* in which every student belongs to one of three Houses, overseen by a Head and Deputy Head of House. Each tutor group within the House is made up of a few students from every year group. This mix of age groups allows our young people to learn from older role models, look out for each other and develop leadership skills. Tutors will know their tutees extremely well and are able to carry out targeted academic mentoring at key points in the academic year, encouraging students to reach their full potential at critical times. Siblings are in the same House and as far as possible students stay with the same tutor and House team for the whole of their time in the school, building solid, consistent relationships between school and home.

\*Currently due to COVID-19 restrictions Vertical Tutoring has been temporarily postponed, though students are still assigned to a House for their pastoral care they are currently members of a year based tutor group as part of their 'bubble'.

## **Religious Education Policy**

The curriculum of the school makes provision for all students to attend both acts of worship and lessons in Religious Education. It is open for parents to request that their child be excused from these activities. Any such request should be in writing to the Headteacher.

## **Policy Documents**

All policy documents are available from our school website or on request. They are reviewed systematically by Governors and Trustees.

## **Travelling to and from School**

Approximately 60% of our students travel to and from school on transport provided by the LA. There is secure storage for students who wish to ride a bicycle to school.

## **Charging**

The Governors have agreed that school visits for curricular purposes should be funded in accordance with DfE guidelines, and that voluntary contributions may be requested from parents to cover the cost of such visits, provided that no child is prevented from taking part through inability to pay. The Perschore High Trust may be able to offer student support bursaries to assist students to attend visits if the need requires.

## **Medical Arrangements**

There is a medical room at the school and many of our teaching and support staff hold appropriate First Aid qualifications.



### The Friends of Perschore High School

All parents are automatically members of The Friends of Perschore High School, as are staff, Sixth Form students and Governors. The Committee is elected annually. It plans social events, educational briefings and fundraising activities.

### Health and Safety

The Governors' Finance, Policy and Operations Committee monitors health and safety in the school and there are clear procedures for dealing with accidents and other eventualities.

### Equal Opportunities

Perschore High School is committed to equality of opportunity

### The School Day \*

Morning		Afternoon	
8.50	Registration	2.05	Warning Bell
9.00	Period 1	2.10	Registration
10.00	Period 2	2.15	Tutor/Assembly
11.00	Break	2.30	Period 5
11.20	Period 3	3.30	End of school day. Sports fixtures and clubs
12.20	Period 4		
13.20	Lunch		

\*The timing of break, lunchtime and some lessons has been changed for some year groups in 2020/21 to enable them to operate in bubbles due to COVID-19 restrictions

### Term Dates 2021-22

<b>Autumn Term 2021</b>	<b>Half Term</b>
Tuesday 2 <sup>nd</sup> September-Friday 17 <sup>th</sup> December	Monday 25 <sup>th</sup> October – Friday 29 <sup>th</sup> October
<b>Spring Term 2022</b>	<b>Half Term</b>
Tuesday 4 <sup>th</sup> January – Friday 8 <sup>th</sup> April	Monday 21 <sup>st</sup> February – Friday 25 <sup>th</sup> February
<b>Summer Term 2022</b>	<b>Half Term</b>
Monday 25 <sup>th</sup> April – Friday 22 <sup>nd</sup> July	Monday 30 <sup>th</sup> May – Friday 3 <sup>rd</sup> June



## Examination Results 2019 (Due to COVID-19 schools are not publishing examination results from Summer 2020)

**Our Attainment 8 score was 49.45**

71.3% achieved 4+ in GCSE English & Maths

45.0% achieved 5+ in GCSE English & Maths

68.6% achieved 5A\*-C (including English & Maths grade 4+ or higher)

11.3% achieved a strong pass in the Baccalaureate 16.3% achieved a standard pass in the Baccalaureate

Table 1: GCSE Results (Year 11) - Analysis 2019								
	Students Age 15	Entered 5+GCSEs	Achieving 5+ 9-4	Achieving 5+ 9-1	Entered 1+ GCSEs	Achieving 1+ 9-4	Achieving 1+ 9-1	No passes 9-1
<b>Boys (PHS)</b>	117	110	80	109	116	109	116	1
<b>Girls (PHS)</b>	103	103	82	103	103	103	103	0
<b>Total (PHS)</b>	220	213	162	212	219	212	219	1



Subject	9	8	7	6	5	4	3	2	1	U	% 9-4	% 9-1
Art	12	12	15	14	13	6					100	100
Biology	15	15	10	14	4						100	100
Business Studies	1	4	8	17	18	9	12	11	2	1	68.67	98.79
Chemistry	7	16	9	16	7	3					100	100
Computer Science		3	4	4	6	4	6	1			75	100
Drama				2	8	2	2	1			80	100
Electronics	2	1	6	5	7	8	5	4			76.32	100
English Language	7	13	9	34	40	43	55	8	5	1	67.91	99.53
English Literature	6	10	19	32	44	47	35	11	10	1	73.49	99.53
Food Preparation and Nutrition		1	5	9	10	11	14	8	3		59.02	100
French		3	3		5	4	3	1		3	68.18	86.36
Geography	2	13	19	20	20	13	21	15	6		67.44	100
German		2	4	7	14	11	8	3			77.55	100
History	1	11	11	8	7	6	10	6	1	1	70.97	98.38
Maths	4	17	22	27	51	52	17	15	10	3	79.36	98.62
Music	2	3	2	1	6	3	2	1	1		80.95	100
Philosophy & Ethics	6	4	17	4	6	7	4	1			89.8	100
Physical Education		1	3	7	6	5	1				95.65	100
Physics	9	18	14	12	3	2		1			98.31	100
Spanish				1							100	100



**Table 2 cont.**

	9-9	9-8	8-8	8-7	7-7	7-6	6-6	6-5	5-5	5-4	4-4	4-3	3-3	3-2	2-2	2-1	1-1	% 7 or above	% 5 or above	% 4 or above
Science Trilogy (double award)	3	2	2	1	8	7	16	11	29	17	17	13	13	8	2	5		10.39	51.3	73.38

**Table 2 cont. Other GCSE subjects**

	A*	A	B	C	D	E	F	G	U	% A* to C
Arabic	1									100
Certificate in Digital Applications		3	9	17						100
Film Studies Basic	1									100
Polish		2	1							100

**Key to other qualifications:**

- D\* - Distinction Star
- D- Distinction
- M – Merit
- P – Pass
- 2 – Level 2 grades 9-4
- 1 – Level 1 grades 3-1

**Table 2 cont. Other KS4 subjects (GCSE Equivalent)**

	D*2	D2	M2	P2	D1	M1	P1	U	% 7 or above	% 5 or above	% 4 or above
Child Development	1	2	2	2	1	5	3	1	17.65	29.41	41.18
Materials Technology and Textiles	2	16	8	13			20	1	30	43.33	65
Performing Arts BTEC		5		12	1	5			21.74	21.74	73.91
	D*	D	M	C	P	F	U		% 7 or above	% 5 or above	% 4 or above
Health and Fitness		1	21		15				2.7	59.46	100



**Table 3: A level results 2019**

Year 13 Entries	A*	A	B	C	D	E	U	A-C	A-E	Average Points Score
2019	10.6	13	28.4	29	13.6	4.7	0.5	137	168	35.98

**Table 4: A level results (by subject) 2019**

Subject	A*	A	B	C	D	E	U	% A* - A	% A* - B	% A* - C
Art & Des (Fine Art)			2	2	2			0	33.33	66.67
Art & Design (Photography)	1		2	1				25	75	100
Biology	3	3	4	6	5	1		27.27	45.45	72.73
Chemistry	2	1	1	3	1	1		33.33	44.44	77.78
Computer Science				2	2			0	0	50
Drama and Theatre Studies		1	3	2				16.67	66.67	100
Economics	1		1	3	2	1		12.5	25	62.5
English Language and Literature	1	1	4	4	2			16.67	50	83.33
English Literature	2	3		5	2			41.67	41.67	83.33
French			2	1				0	66.67	100
Further Mathematics B (Mei)	1	1						100	100	100
GCE D & T: Product Des (Textiles)					2			0	0	0
Polish			1					0	100	100
Geography			4	1	2			0	57.14	71.43





Subject	A*	A	B	C	D	E	U	% A* - A	% A* - B	% A* - C
History		2	1					66.67	100	100
Mathematics B (Mei)	2	3	4	5	1	1		31.25	56.25	87.5
Music		1						100	100	100
Philosophy		2	3					40	100	100
Physical Education			1	1		3		0	20	40
Physics	1	1	5	5	2		1	13.33	46.67	80
Product Design			2	3		1		0	33.33	83.33
Psychology	4	3	8	5				35	75	100

	D*	D	M	C	P	F	U	% A* - A	% A* - B	% A* - C
Cambridge Certificate in Business	2	1	1					50	50	75
Cambridge Certificate in Digital Media	5	2			1			62.5	62.5	87.5
Food Science Diploma					1		1	0	0	0

**Table 7: Attendance Figures (Due to enforced closure 2018/19 attendance is reported here)**

Student Attendance Figures	2018/19
Students (aged 12 to 16)	940
Student Sessions (Autumn & Spring Term 2018-19)	253420
<b>Attendance</b>	
Authorised Absences	5.37%
Unauthorised Absences	0.68%