

# Eltham Hill Technology College for Girls Profile



## Eltham Hill Technology College for Girls

Eltham Hill

Eltham, London, SE9 5EE

Telephone: 020 8859 2843

<http://www.elthamhill.greenwich.sch.uk/>

Local Authority:	Greenwich
Age range:	11-16
Number of pupils:	957
Head teacher:	Ms Madeleine Griffin
Chair of governors:	Mrs Suzanne Clay

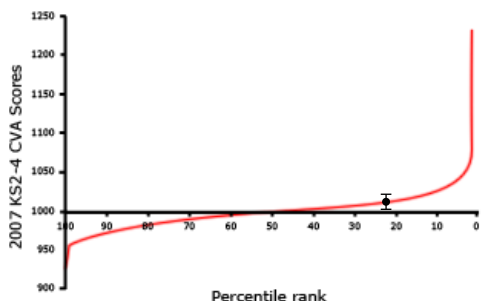
## What have been our successes this year?

- Results for 2008 - 58% 5+ A\*s to C grades, with 49% including English and Maths are in line with the national average, 5+ A\*s to G grades are significantly above the national average.
- CVA (2008): 1014.1 placing us in top percentile rank 20
- KS3 results (2009) exceeded targets in English, Maths and Science, with English exceeding the national value by 13% and Science by 5%
- We are providing our students with the broadest curriculum offer to date which includes a creative curriculum which focuses on Personalised Learning and Thinking Skills.
- We have become a Consultant School for Specialist Schools & Academies Trust (SSAT) for Raising Attainment & Transforming Learning (RATL).
- A more personalised Continuous Professional Development programme for staff and training for Initial Teacher Training and Newly Qualified Teachers has been identified as a model of good practice by the Teaching Development Agency
- Students make a range of positive contributions within the school, local and global community, including fundraising for a range of charities, raising approximately £12,000pa.

## What are we trying to improve?

- The standards of attainment for all groups so that they compare favourably with girls nationally.
- We are developing our curriculum offer to include provision for Post 16.
- The quality of learning and teaching in order to continue to develop a 21st century learning experience by increasing leadership opportunities for our young women.
- Communication at all levels that provide more opportunities to consult with all stakeholders.
- Our College environment through the Building Schools for the Future programme.

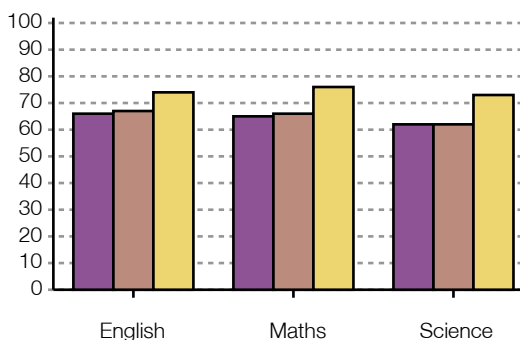
## How much progress do pupils make between 11 and 16?



- 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.

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

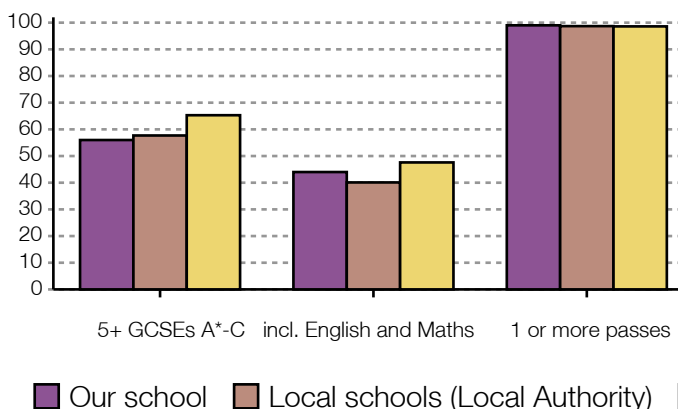


- Our school
- Local schools (Local Authority)
- All schools

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.

Throughout 2008 and 2009 KS3 results shows that the percentage of pupils who achieved or exceeded Level 5 rose to the National Average for Girls. This represented a significant rise in results from 2007.

## 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 2008 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.

## How have our results changed over time?

At Key Stage 3, the number achieving level 6 and above have risen in English, Math and Science over the last three years. The number of level 5 + is generally improving over the last five years.

At Key Stage 4, the percentage of passes for 5+ A\* - C has remained between 51 &ndash; 58% and including Math and English between 42 &ndash; 46%. The percentage of students achieving 5+ A\* - G including English and Maths has been consistently high at between 90 and 95% while the percentage achieving 1+ A\* - G is between 96% and 99%.

The value added between KS2 and KS4 was 1007.5 in 2007 and 1014.1 in 2008 (which is judged as being rising and significantly above national average).

### Raw data for 2007 to 2009 is as follows:

KS3 Percentage Level 5 and above in:

- English: 66, 86, 84;
- Maths: 65, 73, 76;
- Science: 62, 77, 72.

KS4 Percentage 5+ A\* to C 51, 56, 52 (excluding English and Maths) - 2007-2009

and

KS4 Percentage 5+ A\* to C 41, 49, 42 (including English and Maths)

Average points scores increased from 33.4 in 2007 to 37.4 in 2009.

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

- Relevant and challenging curriculum offer including varied off site provision and opportunities.
- Information, Advice and Guidance evenings to support students and parents making the most of the choices on offer for Years 9-11.
- Relevant targeted intervention programmes run by SEN, Intergration and Diversity and Eltham Hill Xtra.
- In-class targeted support from Curriculum Support Workers, Teaching Assistants and team teachers
- New Learning and Teaching Policy, with a focus on Personalised Learning in lesson planning
- Continuous Personal Development opportunities to support teachers in using strategies that target individual needs
- Individual challenging targets given to each student.
- Assessment for Learning (AfL) strategies employed so students know how to improve.
- Gifted and Talented programme including Summer Schools to challenge our students.
- Students who have English as a second language have an excellent support programme to help them achieve their full potential.

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

- We provide a good learning experience which engages students at all levels.
- Our Behaviour for Learning Policy has been adopted to include the contributions of all stakeholders. The policy establishes the school's expectations with regards to behaviour. The structures in place mean that disruptive behaviour is dealt with both effectively and efficiently.
- Celebrations, rewards and praise all encourage students to behave well.
- Assemblies and PSHE are used to reinforce the school's behaviour expectations.
- Electronic registration enables the school to identify and address attendance to lessons and put into place interventions when necessary.

- We use Truancy Call and have clear procedures in place for students with attendance issues.

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

- **Students have told us** that they: enjoy lessons, are offered a variety of learning opportunities, feel they have good relationships with staff, are well supported and enjoy the variety the curriculum offers them with the introduction of the Eltham Hill Xtra programme.
- **Students would like:** more opportunities for group work, more constructive feedback and one to one support, more recognition of their achievements, more involvement in school policies and ethos.
- **As a result the school has:** provided Continuous Professional Development on creativity and group work for teaching staff, developed a new Learning and Teaching Policy, established an Assessment for Learning working group with a focus on development of feedback to students, adopted a new Assessment Policy, reviewed the Behaviour for Learning Policy, involved students in developing the new policies.

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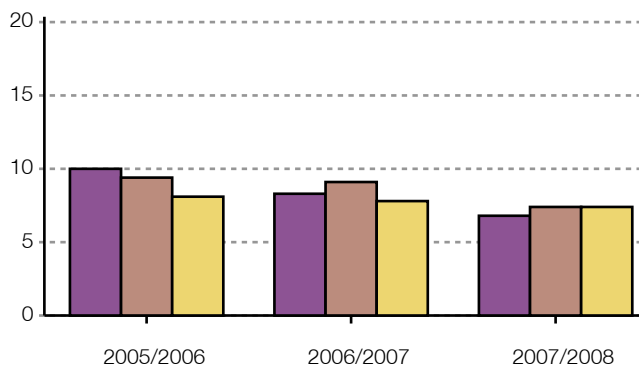
## How are we working with parents and the community?

- We have two formal meetings annually, with parents/carers, to discuss their daughter's/ward's progress and well being.
- We work with the community in a range of areas – supporting charities, participating in local events, working with organisations in our cluster, developing Business Partnerships and links with other educational providers
- We are involved in a range of work within our school, local and global communities.
- We have increased opportunities for parental consultation through Information, Advice and Guidance evenings, Options Evenings (Year 8 & 9) and Year 7 Welcome evenings.
- We provide excellent support for parents with regards to their child's individual learning needs.
- Our Home School Association has arranged a number of social events to raise funds for identified areas and involve parents in school.
- We have a full quota of Parent Governors..

## What activities and options are available to pupils?

- A broad range of extra-curricular opportunities are available including sports, drama, trips abroad, reading clubs.
- Students have access to a variety of trips in England and Europe that enrich their learning experience
- Students can also participate in many competitions and Enterprise activities
- Our programme of fundraising and community projects enable students to make positive contributions to their local and international community &ndash; last academic year students raised over £11,800
- We actively support the Bethany (Orphanage Project) in Tanzania.

## 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

### 2007/2008

EHTC 93.4% attendance

Borough 92.5% attendance

National 92.8% attendance

### 2008/2009

EHTC 92.2% attendance

Borough 92.6% attendance

National 92.8% attendance

The Borough and National figures are for secondary schools only.

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

- We have a strong pastoral team supported by the Curriculum Access Support Team
- Pupils make full use of the support we offer: Year Leaders, Learning Mentors, the School Based Health Centre, including counsellors, youth workers and the school nurse.
- Associate staff ensure the safety and security of our students
- Our Transition Programme enables us to identify students with specific needs immediately and put relevant intervention into place
- The PSHEE programme provides detailed advice to students on healthy lifestyles, including sex education, drug awareness and healthy eating
- Child Protection training is regularly delivered to ensure staff recognise and manage issues appropriately.

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## **What do our pupils do after year 11?**

Our overall provision provides an excellent base in order for students to develop their careers post-16. In 2008, 90% went into full time education, 2% full time training and 1% into full time employment.

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## **What have we done in response to Ofsted?**

- Results at KS4 have improved due to strategies employed, targeted intervention and some course changes. We hope to raise achievement further through early identification of current underachievement (RAPs in Years 10 and 11) and MGP (Years 8 and 9)
- A new Learning and Teaching Policy has been developed with a focus on Assessment for Learning and Personalised Learning. Together with a new Assessment Policy this should enhance the quality of planning, level of challenge and checking students' learning and progress in lessons.
- We are working in collaboration with others to provide access to BTEC, YAP, Diplomas and NVQs. We have greater opportunities for students to develop their enterprise skills.
- Our Eltham Hill Xtra programme &ndash; provides a creative new curriculum based on Personalised Learning and Thinking Skills and its flexible nature enables the school to target intervention and support for students e.g Literacy, C/D borderline students, revision skills etc

- We have reviewed our behaviour strategies and behaviour policy. We track and analyse data termly.
- All students are tested for their reading age. We have a reading programme and literacy support programmes such as New Horizons, Toe by Toe and Literacy groups.

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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:

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