



**The Peele Community College**

# **Application Pack For The Post Of Headteacher**

# Information Pack

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# The Peele Community College

Accept Challenge Achieve Success

Headteacher: Miss Elizabeth Smith BA (Hons)

May 2017

Dear Applicant,

Thank you for showing an interest in our advert for the post of Headteacher of The Peele Community College.

The Peele is a rapidly improving secondary modern school, which is situated in the attractive, rural town of Long Sutton. The college is well subscribed and benefits from excellent facilities.

We intend to recruit a Headteacher who has the drive and vision to build on the strong foundations that have been put in place over the past months. If you feel you have the leadership, management and inter-personal skills to lead the college to greater success then we sincerely hope you will apply. I have pleasure in enclosing an information pack and application form. This pack includes a job description and person specification.

Your application should include a personal statement, which can be either hand written or word-processed but should not exceed three sides of A4. Please use this opportunity to outline details of your experience in strategic leadership and should include your approach to effective management of change and how you would continue to improve standards at The Peele.

Deadline for applications is Monday 5<sup>th</sup> June at 9:00am and interviews will take place on Wednesday 21<sup>st</sup> and Thursday 22<sup>nd</sup> June 2017.

Completing an application for a post at this level is both demanding and time consuming and I would like to assure you that the greatest care will be taken in assessing your application.

I look forward to receiving your application.

Yours faithfully

George Hoyles  
Chair of Governors

## HEADTEACHER JOB DESCRIPTION

The Headteacher is accountable to the Governing Body for the professional leadership, strategic direction and operational management of the College in order to ensure that the College's aims are implemented in accordance with the College improvement plan and the policies of the Governing Body. The Headteacher is required to monitor, evaluate and review the impact of policies, priorities and targets of the College and take timely action as necessary. The Governing Body of the College is committed to safeguarding and promoting the welfare of children and young persons and the Headteacher must ensure that the highest priority is given to following the guidance and regulations which safeguard children and young people. The appointment is subject to the provisions of the College Teachers' Pay and Conditions Document.

### Key Responsibilities

#### LEADERSHIP AND MANAGEMENT OF STUDENT/PUPIL ACHIEVEMENT, PROGRESS AND SAFETY

- Ensure that student safety is at the centre of all of the College's functions, in particular strategic planning and resource management.
- Ensure an aspirational culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning and the learning of others.
- Ensure a consistent and continuous College-wide focus on students' achievement, using data and benchmarks to monitor progress in every student's learning.
- Implement strategies which secure high standards of behaviour and attendance, student welfare, and citizenship.
- Ensure collaboration with other agencies in providing for the intellectual, spiritual, moral, cultural, physical, social and emotional well-being of students.

#### LEADING AND MANAGING STAFF

- Ensure that outstanding teaching is the primary objective for all teachers.
- Lead, motivate, support, challenge and develop staff to secure improvement.
- Ensure that all staff are engaged with the College's key SIP priorities and the development of the College's aims and objectives, through effective communication across the whole College community, whether they be teaching or support staff.
- Maximise the contribution of staff to improve the quality of education provided and standards achieved.
- Implement and sustain rigorous procedures for monitoring the performance of all staff including objective setting and personal development plans.
- Acknowledge the responsibilities and celebrate the achievement of individuals and teams.

## LEADERSHIP AND MANAGEMENT OF CURRICULUM

- Determine and ensure implementation of a diverse, flexible curriculum to ensure high quality and personalised learning experiences for students of all backgrounds and abilities.
- Develop and champion the impact of the College's specialisms on student opportunity and outcomes.
- Ensure that the curriculum is providing for the intellectual, spiritual, moral, cultural, physical, social and emotional well-being of all students.
- Ensure that the curriculum enables students to progress to sustained employment, education or training on exit from the College.

## MANAGING RESOURCES

- Promote creativity, innovation and the use of appropriate existing and new technologies to achieve excellence.
- Agree and set appropriate priorities for expenditure with the Governing Body; allocate funds and monitor the effective administration and control of College budgets so that the College secures its objectives.
- Deploy and manage the College's financial and human resources efficiently and effectively to achieve the College's educational goals and priorities in line with the College's strategic plan and financial context.
- Ensure College buildings and facilities meet the needs of the students and staff and are of the highest standard of cleanliness and repair and compliant with health and safety regulations.
- Explore and develop additional sources of funding.

## STAKEHOLDERS AND THE LOCAL COMMUNITY

- Secure the commitment of all parents and carers, especially hard-to-reach parents, and the wider community to the vision and direction of the College.
- Act at all times as an ambassador for the College in a manner which upholds its values and ethos.
- Seek opportunities to communicate and enhance the value of the College to other sectors of the local community.
- Contribute to the development of the education system by sharing effective practice, working in partnership with other schools, especially feeder primary schools, and promoting innovative initiatives.

## ACCOUNTABILITY AND GOVERNANCE

- Work with the Governing Body to analyse and plan for the future needs and further development of the College within the local, national and international context.

- Translate the vision into a College Improvement Plan with agreed, prioritised, objectives and operational plans which will promote and sustain College improvement within an agreed timeframe.
- Encourage a College ethos which enables everyone to work together, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Present a coherent and accurate account of the College's performance in a form appropriate to a range of audiences, including parents, the local authority, the local community, Ofsted and others, to enable them to contribute effectively.

#### TEACHING

- Teach as necessary and appropriate relative to the other duties of the post.

#### NOTES

The Headteacher may be asked by the Governing Body to undertake other duties reasonably regarded as falling within the duties and responsibilities of the post. This job description will be reviewed annually at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with the postholder.



# The Peele Community College

## Headteacher Person Specification

It is expected that the Headteacher of The Peele Community College will demonstrate a range of qualities, skills and experience as outlined below. The appointing panel will assess candidates against these requirements.

Personal qualities	Essential	Desirable
The ability to drive and develop an exciting vision for the school, recognising and building on success achieved	•	
The ability to articulate that vision and to work collaboratively with Staff and Governors to realise it	•	
A passion and vitality for teaching and learning, and working with young people	•	
High quality interpersonal skills	•	
Strong leadership, underpinned with the skills to motivate effective team working whilst being open to challenge.	•	
Excellent communication skills, written and oral, for a variety of audiences	•	
A charismatic individual, with a natural authority and strong presence in school and the wider community	•	
A well developed self awareness	•	
A confident, cheerful, optimistic person who is approachable and open with a good sense of humour	•	
A commitment to inclusion and achievement for all	•	
Emotional resilience	•	
A positive role model for students and staff	•	
The ability to create and maintain an effective partnership with parents, staff and governors	•	
The ability to think strategically, analytically and creatively	•	
To act with honesty and integrity	•	

Qualifications and training	Essential	Desirable
Graduate qualification	•	
QTS	•	
Evidence of significant continuing professional development	•	

<b>Experience</b>	<b>Essential</b>	<b>Desirable</b>
Experience in post as a Headteacher of Deputy Headteacher in a secondary school	•	
Experience of Post 16		•
An impressive classroom teaching record	•	
Experience of the strategic management of people and financial resources at senior level	•	
The ability to plan collaboratively, priorities and delegate effectively	•	
Experience of initiation and managing significant change with a track record of achieving planned outcomes	•	
Knowledge and understanding of motivating the performance of effective teams	•	
Experience of developing and sustaining positive collaborative relationships with a wide range of internal and external stakeholders	•	

<b>Skills and attributes</b>	<b>Essential</b>	<b>Desirable</b>
The ability to inspire others and lead change	•	
The ability to communicate effectively and to develop strong effective relationships	•	
The ability to drive improvement and challenge under performance	•	
The ability to empower individuals and teams to sustain strong and effective leadership	•	
The ability to deal sensitively with people and resolve conflicts	•	

<b>Professional knowledge and understanding</b>	<b>Essential</b>	<b>Desirable</b>
Up to date knowledge and understanding of the national educational agenda	•	
Understanding of quality teaching and learning and assessment procedures	•	
Knowledge of monitoring and evaluating performance consistently across school and use of school self evaluation	•	
Understanding tool for the interpretation, analysis and use of data to improve the effectiveness of learning and outcomes	•	
Knowledge of best practice and procedure for safeguarding children and young people	•	
Knowledge of regulatory and inspection frameworks	•	
High level knowledge of IT and confident understanding of IT strategic planning		•







**The Peele Community College**  
**Accept Challenge, Achieve Success**

Internal use only

Reference no: \_\_\_\_\_

Date received: \_\_\_\_\_

## **Employment Application Form: Headteacher**

**We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.**

Please ensure that you complete **all** sections of Part 1 and Part 2 of the application. Please note that providing false information will result in the application being rejected, withdrawal of any offer of employment, summary dismissal if you are in post or possible referral to the police. Please note that checks may be carried out to verify the contents of your application form. Please complete the form in black ink or type. CVs are not accepted. **Please return your application to:- Headship, Education Personnel Management Ltd, St. Johns House, Ermone Business Park, Spitfire Close, Huntingdon, Cambridgeshire, PE29 6EP; alternatively you can email your application to: [headship@epm.co.uk](mailto:headship@epm.co.uk)**

<b>Vacancy Job Title</b>	
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### **Part 1: Information for Shortlisting and Interviewing**

**Initials** \_\_\_\_\_ **Surname or Family name** \_\_\_\_\_

#### **1. Letter of Application**

Please enclose a letter of application. Please refer to the applicant information pack which may include instructions on how to complete the letter of application.

#### **2. Current/Most Recent Employment: If Teaching**

<b>Name, address and telephone number of school</b>	
<b>1. Type of school</b>	Boys    Girls    Mixed    Age range    Number on Roll
<b>2. Type of school</b> e.g. Community, Aided, Academy, Foundation, Free School, Independent, etc.	
<b>Job title</b> Please enclose a copy of the job description	
<b>Subjects/age groups taught</b>	
<b>Date appointed to this post</b>	
<b>Salary</b>	
<b>Date available to begin new job</b>	

#### **3. Current/Most Recent Employment: If Non-Teaching**

<b>Name, address and telephone number of employer</b>	
<b>Job title</b> Please enclose a copy of your current job description	
<b>Date appointed to this post</b>	
<b>Salary</b>	
<b>Date available to begin new job</b>	

#### 4. Full Chronological History

Please provide a full history in date order, most recent first, since leaving secondary education, including periods of any post-secondary education/training, and part-time and voluntary work as well as full time employment, with start and end dates, explanations for periods not in employment or education/training, and reasons for leaving employment.

Job title or position	Name and address of school, other employer, or description of activity	Number on roll and type of school, if applicable	F/T or P/T	Dates (DD/MM/YYYY)		Reason for leaving
				From	To	

Please enclose a continuation sheet if necessary.

## 5. Secondary Education and Qualifications

Examinations passed	Date(s)	Subjects and grades
'A' level or equivalent		
Other (please specify)		

## 6. Higher Education

Name and address of university, college and/or university education department	Dates From To	Full or part-time	Courses/subjects taken and passed	Date of examination and qualifications obtained	Age groups for which trained

## 7. Professional Training Attended and/or Delivered

Please list relevant courses attended/delivered in the past 3 years.

Subject and organising body	Trainer or trainee	Date(s)	Duration

**8. National Professional Qualification for Headship** (Please give details)

From 8<sup>th</sup> February 2012 the NPQH became optional for an appointment as a Headteacher in a school. Nevertheless, prospective employers are entitled to prefer candidates with NPQH.

**9. Other Relevant Experience, Interests and Skills**

## 10. Referees

Please provide details of two people to whom reference may be made. The first referee should normally be your present Headteacher. In the case of serving Headteachers this may be the Director of Children's Services, Chair of Governors or Trustees. If you are not currently working with children please provide a referee from your most recent employment involving children. Referees will be asked about disciplinary offences relating to children, which may include any in which the penalty is "time expired" and whether you have been the subject of any child protection concerns, and if so, the outcome of any enquiry or disciplinary procedure. References will not be accepted from relatives or from people writing solely in the capacity of friends.

### First Referee

Title and name	
Address and post code	
Telephone number	
Email address	
Job title	
Relationship to applicant	

### Second Referee

Title and name	
Address and post code	
Telephone number	
Email address	
Job Title	
Relationship to applicant	

**It is normal practice to take up references on shortlisted candidates prior to interview.** This is in line with the most recent version of Keeping Children Safe in Education statutory guidance.

Please indicate whether you give your consent for references to be requested before interview, by ticking the appropriate boxes below.

Reference 1: Yes ☐ No ☐

Reference 2: Yes ☐ No ☐

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This section will be separated from Part 1 on receipt. Relevant responses may be verified prior to shortlisting and/or used for administration purposes but will not then be used for selection purposes. If you are called to interview you may be asked about the answers you have given to questions 14 to 19 if relevant to the job.

### 11. Personal Information

<b>1. Surname or family name</b>	
<b>2. All previous surnames</b>	
<b>3. All forenames</b>	
<b>4. Title</b>	
<b>5. Current address</b>	
<b>6. Postcode</b>	
<b>7. Resident at this address since</b>	
<b>8. Home telephone number</b>	
<b>9. Mobile telephone number</b>	
<b>10. Date of birth</b>	
<b>11. Email address</b>	
<b>12. DfE reference number</b>	
<b>13. National Insurance Number</b>	
<b>14. Do you have a current full driving licence?</b>	Yes      No
<b>15. Did you qualify as a teacher after May 1999?</b>	Yes      No If Yes, in which school was induction completed?
<b>16. Have you ever been subject to a child protection investigation by your employer or any other organisation?</b>	Yes      No If YES please state separately under confidential cover the circumstances and the outcome including any orders or conditions. This will not be opened unless you are called to interview.
<b>17. Do you require sponsorship (previously a work permit)?</b>	Yes      No If YES please provide details under separate cover.
<b>18. Are you related to or have a close personal relationship with any pupil, employee, or governor?</b>	Yes      No If YES give details separately under confidential cover. This will not be opened unless you are called to interview.
<b>19. Are there any special arrangements which we can make for you if you are called for an interview and/or work based assessment?</b>	Yes      No If Yes please specify, (e.g. ground floor venue, sign language, interpreter, audiotape etc).

## **12. Compulsory Declaration of any Convictions, Cautions or Reprimands, Warnings or Bind-overs**

If you are shortlisted you will be required to complete a “Disclosure of Criminal Record” form and bring the completed form to interview. If the job involves contact with children up to age 8 you will also be required to make a Disqualification Declaration. The information you give will be treated as strictly confidential. Disclosure of a conviction, caution, bind-over order, warning or reprimand will not automatically disqualify you from consideration. Any offence will only be taken into consideration if it is one which would make you unsuitable for the type of work you are applying for. However, offences relating to children may make you unsuitable since this is a “regulated position” under the Under the Criminal Justice & Courts Services Act 2000.

## **13. Prohibition from Teaching**

In accordance with the requirements of The School Staffing (England) (Amendment) Regulations 2013, any future appointment is subject to a check with the Department for Education to ensure that you are not subject to a prohibition order or an interim prohibition order.

## **14. Data Protection Act 1998**

The information collected on this form will be used in compliance with the Data Protection Act 1998. By supplying information, you are giving your consent to the information being processed for all employment purposes as defined in the Data Protection Act 1998. The information may be disclosed, as appropriate, to the governors, to Occupational Health, to the Teachers Pensions Agency, to the Department for Education, to pension, payroll and personnel providers and relevant statutory bodies. This form will be kept strictly confidential but may be photocopied and may be transmitted electronically for use by those entitled to see the information as part of the recruitment process. When the recruitment process is completed, the form will be stored for a maximum of six months then destroyed. If you are employed as a result of this recruitment process then this application form will be retained as part of your personnel record.

## **15. Notes**

- (a) Under the Criminal Justice & Courts Services Act 2000 it is an offence for an individual who has been disqualified from working with children to knowingly apply for, offer to do, accept, or do any work in a ‘regulated position’. The position you are applying for is a “regulated position”.
- (b) Canvassing, directly or indirectly, an employee or governor will disqualify the application.
- (c) Candidates recommended for appointment will be required to provide a satisfactory Enhanced DBS certificate and complete a pre-employment medical questionnaire and may be required to undergo a medical examination.
- (d) This organisation is under a duty to protect the public funds it administers, and to this end may use the information you have provided on this form for the prevention and detection of fraud. It may also share this information with other bodies responsible for auditing or administering public funds for these purposes.

## 16. Declaration

I certify that, to the best of my knowledge and belief, all particulars included in my application are correct. I understand and accept that providing false information will result in my application being rejected or withdrawal of any offer of employment, or summary dismissal if I am in post, and possible referral to the police. I understand and accept that the information I have provided may be used in accordance with paragraph 14 above, and in particular that checks may be carried out to verify the contents of my application form

Signature of Applicant: \_\_\_\_\_

Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

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### Part 3: Equality and Diversity Monitoring

This section will be separated from part 1 and part 2. Collection of equality information is solely for monitoring purposes to ensure that our policies and procedures are effective. We also collect this data in accordance with the general and specific public sector equality duties under the Equality Act 2010. Any data you enter onto this monitoring form will only be used for monitoring purposes and will not be used in assessing and or scoring your application or during the interview process. This information is kept fully confidential and access is strictly limited in accordance with the Data Protection Act.

Ethnic group	Workforce census code		Please tick
White	WBRI	British English Welsh Northern Irish Scottish	
	WIRI	Irish	
	OOTH	Irish Traveller	
	OOTH	Gypsy	
	WOTH	Other White background	
Mixed	MWBC	White and Black Caribbean	
	MWBA	White and Black African	
	MWAS	White and Asian	
	MOTH	Other Mixed background	
Asian or Asian British	AIND	Indian	
	APKN	Pakistani	
	ABAN	Bangladeshi	
	CHNE	Chinese	
	AOTH	Other Asian background	
Black or Black British	BCRB	Caribbean	
	BAFR	African	
	BOTH	Other Black background	
Other ethnic group	OOTH	Arab	
		Write in:	
Prefer not to say	REFU		

Sexual orientation	Please tick
Bi-sexual	
Gay	
Lesbian	
Heterosexual	
Other	
Prefer not to say	

Gender	Please tick
Female	
Male	
Transgender	
Prefer not to say	

Personal relationship	Please tick
Single	
Living together	
Married	
Civil Partnership	
Prefer not to say	

Religion	Please tick
No religion	
Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	
Buddhist	
Hindu	
Jewish	
Muslim	
Sikh	
Any other religion (Write in)	
Prefer not to say	

Disability	Please tick
Do you consider that you have a disability?	
Yes - Please complete the grid below	
No	
Prefer not to say	
My disability is:	
Physical Impairment	
Sensory Impairment	
Mental Health Condition	
Learning Disability/ Difficulty	
Long standing illness	
Other	
Prefer not to say	

# The Peele Community College

84 Little London, Long Sutton, Spalding PE12 9LF

## Inspection dates

12–13 January 2016

## Overall effectiveness

## Requires improvement

Effectiveness of leadership and management

Requires improvement

Quality of teaching, learning and assessment

Requires improvement

Personal development, behaviour and welfare

Requires improvement

Outcomes for pupils

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Although standards are now rising, a high turnover of teaching staff has led to variations in progress between subjects.
- Not enough teaching is having a rapid impact on how well pupils learn. This means that for a few groups of pupils, opportunities and time are lost and they are in danger of falling behind.
- Recent changes are beginning to have an impact, but have not been in place long enough to show sustained improvements.
- Teachers do not always allow pupils the time to read feedback comments and reflect on how to improve their work.
- The home learning programme is not yet fully established and opportunities are missed to extend pupils' knowledge, skills and discipline as learners.
- Many staff consistently apply school behaviour strategies; however, a small number overlook this, and low-level chatter then disrupts lessons.
- The newness of several subject leaders has slowed down the progress in some areas.
- All staff do not yet express their high expectations of how pupils can and should achieve.

### The school has the following strengths

- Outcomes in English are improving across the school. Pupils with weak literacy skills receive good support to boost their reading once identified.
- Attainment at GCSE is rising and getting closer to the national average. Progress in core subjects is good.
- The acting headteacher and deputy headteacher have responded quickly to address teaching and standards. They use external support effectively.
- Governors have a detailed understanding of the school's strengths and areas for improvement. They are highly visible in the school and actively support and challenge senior leaders.
- Pupils' personal development and welfare are securely established. They feel safe and are supported well within the school.
- Advice on careers is well established. All Year 11 pupils leaving the school have secured a place on a course or in employment.

## Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

### What does the school need to do to improve further?

- Strengthen the impact of subject leaders and include a focus on:
  - continuing to develop their capacity to monitor the quality of teaching and how it impacts on standards in their areas
  - the use of progress information to pinpoint pupils' achievements and quickly intervene to address gaps in knowledge and understanding.
- Raise achievement across all subjects and improve learning behaviour in lessons by ensuring that teachers:
  - provide pupils with interesting, challenging work and instil in them the confidence that they can do it
  - use school systems to consistently tackle inappropriate lapses in behaviour
  - allow pupils enough time in class to review marked work, reflect and make their responses
  - firmly establish the home learning programme, so that pupils can use it to extend and deepen their knowledge.
- Develop a cohesive approach to firmly embed a culture of high achievement and ambition across the school.

## Inspection judgements

### Effectiveness of leadership and management requires improvement

- Leadership overall is not yet good because pupils' achievements and the quality of teaching require further improvement. There is also variability in the management of behaviour and in pupils' attitudes to learning. As a result, progress is not rising evenly across all subjects.
- Several new subject leaders have recently been appointed. They are in the process of developing their skills and in the early stages of monitoring the quality of teaching in their areas. Their impact has been limited so far. Some of the less experienced leaders are still deepening their use of assessment information to track progress and identify areas where pupils have knowledge gaps. This practice is not yet widespread and limits their effectiveness as middle leaders.
- Since taking up the positions of acting headteacher and acting deputy headteacher in September 2015, senior leaders have begun to make noticeable improvements. School leaders have distinct responsibilities and know precisely what they are accountable for. There is a clear vision and ambition to move the school forward and this is shared by governors and leaders at all levels.
- Leaders and governors work effectively together and are in the process of creating and continuously communicating a culture of high aspiration and ambition across the school. Good use is made of external support and staff now have a professional development programme, tailored to enhance and improve their skills. Performance management systems are used to challenge staff and hold them to account for pupils' progress.
- The leadership of teaching is improving and school tracking shows that more lessons are now considered to promote good learning than previously. Underperformance has been tackled and weaker teaching greatly reduced.
- Staff are supportive of the changes in the school, and those responding to questionnaires and informally commenting during the inspection express their support for the new leadership team.
- The school has a warm, community feel where pupils get along well and are fully accepted and included. Pupils are treated equally and feel valued and respected. In response, they show their respect and regard for each other and discrimination is rare.
- The school promotes pupils' spiritual, moral, social and cultural development well and is committed to offering all pupils a variety of trips and visits outside the area to broaden their horizons. They visit a mosque and synagogue, and learn about living in modern Britain through assemblies and the humanities subjects. This enhances their experiences of different beliefs and cultures. Year 8 pupils even go to France for a day to visit a French patisserie and practise their language skills. Their knowledge and sensitivity towards other cultures are developing well.
- The school curriculum provides a good balance of vocational and academic options and pupils have many opportunities through careers guidance to gather useful information before they choose their next steps when leaving at the end of Year 11. This has a good impact on progress and every leaver has secured a place on a course or in employment when they finish Year 11.
- The additional funding for disadvantaged pupils and pupils with poor literacy skills coming in from primary schools is used very effectively. Pupils benefit from access to additional resources and support in and out of class, and can access trips and visits which raise their levels of confidence in what they are capable of achieving.
- The school's work to keep pupils safe is systematic and thorough. Staff training is fully up to date and policies follow the latest local authority guidelines. Parents receive up-to-date information through newsletters and the school website and there is always a governor present at school events to address concerns.
- Parents' support for the school is growing and they are more accepting of the raft of changes as improvements are beginning to show through. The local authority proactively supports the school, carries out reviews and provides specific and challenging help for leaders. Informal partnerships with other schools have also been beneficial in developing leadership capacity, sharing teaching ideas and practices and beginning to develop the culture of high achievement and ambition.
- Although several aspects require further improvement, the acting headteacher is realistic about her priorities. Her determination to ensure that all staff make full use of systems to manage behaviour and adhere to the assessment and marking policy means that the school is in a strong position to continue to improve further.



## ■ The governance of the school

- Governors know the school well and are honest and accurate in their evaluation of its current position. They have a realistic view of what must be done to improve further, and are fully supportive of senior leaders in raising ambition and aspirations. They understand achievement information and how this is underpinned by the quality of teaching seen on school visits and how well pupils learn. They are highly visible in the school and frequently ask challenging questions.
  - Governors are not afraid to make difficult decisions and hold staff to account for the effectiveness of their work and wider aspects of professionalism. Governors have good insights into the varying achievements across subjects and have welcomed external expertise to thoroughly evaluate assessments and improve staff understanding. They attend regular training to maintain high levels of skill in order to fulfil their roles well.
  - Governors look closely at information on how pupil premium funds are spent and receive regular reports from the senior leader responsible for the pupil premium plan. They check that the work of academic mentors and the additional teaching assistant support provided for pupils in and out of class ties in with the successful closure of in-school learning gaps for these pupils.
- The arrangements for safeguarding are effective. School leaders have well-established partnerships with parents, carers and external agencies. They work together to ensure that all pupils are supported and feel safe. Governors' safeguarding and child protection training is up to date and they understand the importance of keeping pupils safe. Governors recognise their role in maintaining a high level of importance in respect of safeguarding and know exactly what to do in the event of a safeguarding concern.

## Quality of teaching, learning and assessment requires improvement

- The quality of teaching across the school is variable and not enough teaching leads to good rates of progress in all subjects.
- Several new teachers do not consistently use the school's systems to tackle poor behaviour, and pupils lose interest and their learning becomes less secure.
- A legacy of intermittent cover teaching has had a negative impact on pupils' achievements. Teachers are not always sure what pupils have done previously and set work which is repetitive and doesn't engage or challenge pupils.
- Although many of the teachers follow the school's assessment and marking policy, they do not always allow enough time for pupils to reflect on their feedback and develop their understanding of how to improve further.
- The school's new home learning programme is not yet securely established and pupils have limited opportunities to extend and deepen their knowledge, work habits and study skills across subjects.
- Where teaching is most effective, teachers and supporting adults know their pupils well and have an insightful understanding of precisely what pupils need in order to help them learn. Teaching assistants skilfully lead whole-class and small-group sessions to provide effective support inside and out of the classroom. This enables pupils with additional learning needs, those who are disadvantaged and the most-able pupils to learn effectively and make good progress.
- In some subjects such as English and mathematics, teachers offer good-quality written and oral feedback and pupils have time to reflect on how to improve their work. Their books show that many have the skills to check and evaluate their successes and the desire to correct mistakes and misconceptions. In mathematics, teachers frequently refuse to simply give pupils the answer, and instead expect them to find their own solutions, and to be able to explain how they did this. This has become a strong feature across the department and has contributed to raising pupils' enjoyment and confidence in mathematics.
- In the best examples seen, teachers fill lessons with tasks and activities which pupils find interesting. In a physical education lesson, supported by the head of English, pupils heard about the scientific effects of exercise on the body, followed by a passage from the autobiography of a well-known Lincolnshire presenter and extreme sportsman. This held their interest and enabled them to read and enhance their literacy and comprehension skills.
- Adults know pupils well and the many positive relationships encourage productive learning environments in the classrooms. Pupils take increasing care over the presentation of their work and show their progress mapped on 'flight paths' displayed in the front of every exercise book. This shows their positive desire and determination to succeed in learning.

- Pupils enjoy reading and the school encourages this at tutor time and through time spent in the well-stocked school library. There is good support in place for weaker readers and pupils quickly improve their skills and reading ages.
- In most lessons, teachers and pupils communicate well with each other, expectations are high and pupils commit themselves wholeheartedly to learning. The most able are suitably challenged and stretched and as a result their attainment is rising.
- Where teaching is most effective, disabled pupils and pupils with special educational needs make good progress because they are set work that addresses their needs and they are well supported in class.

## Personal development, behaviour and welfare

**requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils feel safe and well looked after and this view is shared by the majority of parents and carers. School buildings are bright and kept in good order and the site is secure. Displays that celebrate attendance, achievements and pupil responsibilities help to create a friendly, community feel. Pupils have confidence in staff and say that they always have someone to talk to if they have a concern.
- Pupils fulfil a range of responsible roles and embrace opportunities to join the junior leadership team or become peer leaders and pupil mentors. Pupil voice is valued in the school and pupils enjoy playing their part. Pupil mentors frequently listen to others read during tutor time, or help them with their work.
- Pupils know how to stay safe online because the school teaches them about the potential perils early on and there are several assemblies and visitors to re-deliver the message. They understand well the different forms of abuse and bullying and how to report their concerns.
- The school has a well-established programme of careers advice and guidance and strong links with a number of local businesses. Events throughout the year allow pupils to sample different courses and find out more about apprenticeships and college options. Year 10 pupils complete a week of work experience and this contributes towards their understanding of future career choices.
- Bullying is rare in the school; pupils agree and school records show that on those few occasions, incidents are quickly dealt with and resolved effectively. Pupils and the majority of parents who expressed their views have confidence in the school's methods of dealing with poor behaviour. New systems are being introduced, which pupils say are already making a difference.
- The school promotes British values through different areas of the curriculum, assemblies and 'super learning' days. Pupils understand how these relate to everyday life and show this through their actions and attitudes towards each other. They have good knowledge and awareness of the beliefs and cultures of others living in Britain today. All pupils are treated equally in the school and this is mirrored by the rising achievement of all groups, and the narrowing of gaps.
- The school has received national recognition for its work with young carers and places pupils' emotional well-being at the heart of its work.

### Behaviour

- The behaviour of pupils requires improvement.
- Pupils' attitudes to learning and desire to succeed are variable. A small minority are less positive and they are easily distracted in lessons. When teaching fails to grab their interest or challenge them, they are prone to engage in chatter and stray from the focus of learning.
- Behaviour occasionally wanes because teachers do not enforce the school's behaviour strategies early on in the lesson.
- Pupils generally move around the site in an orderly manner, and the majority arrive at their lessons on time. A small number are less punctual.
- Attendance across the school has risen since the last inspection and is now edging above the national average. Similarly, the proportion of pupils who are persistently absent has reduced further, to well below the national level. The school has been proactive in promoting good attendance and has raised the profile and importance of being in school. The attendance officer provides an essential link between the school and families, and visits to make sure that a clear message to 'be in school' is delivered.
- Pupils look smart in their uniforms and several express their pride in being part of the school. The pupils themselves chose the blazer and older pupils comment on how the school has improved since they joined in Year 7.

## Outcomes for pupils

## require improvement

- In 2015, the standards reached by Year 11 pupils in English and mathematics separately, and their expected and more than expected progress levels, were below those seen nationally. As a result, the school failed to reach the government's minimum expectations.
- Achievement in English was below that in mathematics and considerably below the national value. The proportion of pupils securing five A\* to C grades at GCSE including English and mathematics fell from 42% to 33%.
- The school's most-able pupils were behind their peers nationally; however, their achievement in mathematics was closer to the national average. Achievement in English fell well below the national average.
- Disadvantaged pupils achieved less well than their peers in school, both in their GCSE grades and also in progress made. They made less progress in English and mathematics than other pupils nationally.
- Achievement in core science fell from the previous year to significantly below the national average. Fewer than half of the pupils gained a C grade at GCSE.
- Achievement in French in 2015 was much lower than the national average, with fewer than 3% of pupils securing a grade C or better at GCSE.
- The school has since strengthened the teaching and leadership of modern foreign languages and science. As a result, current school assessment information shows that pupils are making stronger progress.
- Current school performance information indicates that attainment in several subjects is rising and the proportion of pupils on track to make and exceed progress expectations in English is getting closer to national levels. More pupils than previously are set to make better than expected progress in mathematics. School information is based on secure judgements and correlates with areas where teaching has improved.
- The gaps in within-school attainment and progress for disadvantaged pupils in English and mathematics are narrowing. More noticeable is the narrowing of the gap between disadvantaged pupils and their non-disadvantaged peers nationally. This is a result of a structured support programme and a range of additional help, such as the high-level teaching assistants and creation of the nurture group.
- Pupils are achieving well in science under the new subject leader and more effective use is being made of assessment systems and five 'data points' at which to collect information throughout the year.
- Currently, disabled pupils and pupils with special educational needs are making good progress because of the early support that is put in place for them. The most able have exceeded their results from 2015 and now all are on track to gain five grades A\* to C at GCSE including English and mathematics. The proportions gaining the higher A\* to A grades across subjects are rising.
- Pupils are well informed about their next steps and options when they leave. All pupils secure a place in further education, training or employment because the school offers honest and open advice from a variety of sources, so that pupils can make their own informed decisions and find the best fit for them.
- School leaders are under no illusions about how well pupils are faring and have set their focus on continuing to eradicate the variations between subjects.

## School details

<b>Unique reference number</b>	120645
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10001827

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Secondary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	653
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Grooms
<b>Acting headteacher</b>	Elizabeth Smith
<b>Telephone number</b>	01406 362120
<b>Website</b>	<a href="http://www.thepeelee.co.uk">www.thepeelee.co.uk</a>
<b>Email address</b>	<a href="mailto:headteacher@peelee.lincs.sch.uk">headteacher@peelee.lincs.sch.uk</a>
<b>Date of previous inspection</b>	30 October 2013

## Information about this school

- The Peele Community College is smaller than the average-sized secondary school.
- Since the last inspection, there has been a change of leadership. From September 2015, the acting headteacher and acting deputy headteacher took up their posts.
- Several new teachers and subject leaders have recently joined the school.
- Most pupils are from White British backgrounds and speak English as their first language.
- The proportion of pupils who are disadvantaged and therefore supported by the pupil premium is slightly above average. The pupil premium is additional government funding to support pupils known to be eligible for free school meals and children who are in the care of the local authority.
- The proportion of disabled pupils and those who have special educational needs is higher than the national average.
- The school does not make use of off-site training for any of its pupils. There are established links with local employers to support Year 10 pupils during their week-long work experience.
- The school did not meet the government's floor standards in 2015. These are the minimum expectations for pupils' attainment and progress in English and mathematics.

## Information about this inspection

- Inspectors observed 35 lessons, seven of them jointly with school leaders. An inspector also attended a Year 9 assembly.
- Inspectors held meetings with senior and subject leaders. They discussed achievement, teaching and learning, the curriculum, behaviour and attendance. Inspectors paid close attention to how well additional funding is used for those eligible for the pupil premium and also for Year 7 pupils with low literacy levels. An inspector met with the school's coordinator for pupils with special educational needs. The lead inspector met with seven governors, including the Chair of the Governing Body and its vice-chair. She also had a meeting with a school improvement adviser.
- Inspectors looked closely at a range of school documentation on attendance and behaviour and looked at pupils' current progress and the monitoring of safeguarding. The lead inspector read the school's own evaluation of its strengths and areas identified for further improvement.
- Inspectors spoke formally with two groups of pupils, including members of the junior leadership team. They observed behaviour at break- and lunchtimes and spoke informally with pupils around the school.
- Inspectors considered the views of parents through the 39 responses to the online survey, Parent View. The lead inspector also looked at the school's own parents' questionnaire, and noted the contents of an email received during the inspection.
- The views of 47 members of staff who responded to the staff questionnaire were taken into account.

## Inspection team

Aune Turkson-Jones, lead inspector	Ofsted Inspector
Dr Rona Mackenzie	Ofsted Inspector
Matthew Sammy	Ofsted Inspector
Mandy Wilding	Ofsted Inspector

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27 July 2016

Miss Elizabeth Smith  
Headteacher  
The Peele Community College  
84 Little London  
Long Sutton  
Spalding  
PE12 9LF

Dear Miss Smith

**Requires improvement: monitoring inspection visit to The Peele Community College.**

Following my visit to your school on 12 July 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in January 2016. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection in order to become a good school.

The school should take further action to:

- plan, with the local authority, timing and source of the support that the school will use to support it in its journey to good
- ensure that all staff follow the school's behaviour management policy and procedures consistently so that no lessons are repeatedly disrupted by poor behaviour
- ensure that more-able pupils are properly supported and challenged in their learning so that they can achieve the very highest grades
- develop more open communications with pupils and their parents in order to build a shared vision for the school and its pupils, based on high aspirations.

## **Evidence**

During the inspection, I held meetings with you, your deputy headteacher and your designated safeguarding lead and with representatives from your governing body. I held discussions with some of your heads of department including the head of English. I met with a group of pupils from Year 9 and toured the school, spending time in nine different lessons. I looked briefly at pupils' work and I evaluated the school's improvement plan. I checked the single central register and examined the log of behaviour incidents. I also spoke to a representative from the local authority after leaving the school site.

## **Context**

Since the inspection in January you have been appointed substantive headteacher of the school. The deputy headship remains an acting role.

## **Main findings**

You have initiated a journey of improvement. You have put in place many of the basic building blocks that you will need to ensure that the school provides a good education for all. Your plans are clear and your evaluation of progress is justly cautious. You are rightly working to raise the aspirations and expectations of pupils and staff alike.

All pupils now wear a smart uniform with some pride. This is a very striking feature of the school. The buildings and school environment look good and the best of pupils' work is mounted in some inspiring and creative displays around the school. These support the growing success of pupils and demonstrate just how vibrant different areas of learning can be.

Higher expectations of behaviour have been articulated and I saw no untoward behaviour on my visit. It seems that behaviour is improving. Nevertheless, some pupils told me that they feel that too many of their lessons are still disrupted by other pupils. They expressed the view that teachers' implementation of the behaviour policy is very variable. Some teachers are too lenient while others are too strict. This is not helping. It is important therefore that all staff are consistent in respect of these and that they model good behaviour themselves, for example, by arriving for their lessons on time.

You have introduced a rigorous system to collect, analyse and share data about the learning and progress of pupils in every subject. You have put in place mechanisms, including external moderation, to ensure that the data collected accurately reflects the standards reached by pupils. Increasingly, teachers are using the data to refine their teaching and target the particular learning needs of pupils. Middle and senior leaders also use the data to oversee the progress of different groups, and the impact



on learning that different teachers are having. The notion of the accountability of all to promote good or better progress is becoming embedded.

Middle leaders are developing confidence and ability at leading their departments. They have worked alongside members of the senior leadership team in order to develop their understanding of how they can evaluate the typicality of teaching in their departments. They are now carefully maintaining an overview of the quality of learning. They are developing their supportive roles to ensure that all pupils are getting a good deal in the classroom.

Teaching is improving. The rapid turnover of some staff is hindering this, but you have rightly introduced a consistent and thorough approach to planning which is having good results. Pupils are positive about the new ways of marking. They value the feedback that teachers give them about their learning and the opportunities that they are given to reflect and improve their work in the light of the feedback. Their books show that for the most part they are making steady progress and they are taking care with their work and presenting it well. Teachers are giving developmental feedback both in respect of the subject learning but also, where relevant, in respect of basic literacy skills.

Pupils also point out that the new home-learning policy has been very effective in ensuring that they are given appropriately developmental learning activities to undertake at home.

There have thus been many positive changes in the school since January. Pupils are making much better progress in their learning, especially in English, modern foreign languages and art. The school's, externally moderated, predictions for this summer's GCSE examinations suggest that these results will be significantly better than last year's and, most importantly, pupils will have made better progress during their time at the school. Current Year 10 pupils are also doing better. However most-able pupils are not doing as well as they could and the school's data is not sufficiently refined to highlight this issue for all staff. Pupils from economically disadvantaged families are not catching up with their peers fast enough as well and, as you know, some subjects have not moved on as quickly as others.

As you acknowledge, there is still plenty more to do. Although some areas of the school's work are now more consistent than they were, it is not yet clear that all staff and pupils share a vision and feel involved and included in the improvement journey. They have much more to offer in terms of forging a better education for pupils.

The results from Parent View, the Ofsted online questionnaire for parents about their children's school, represent the views of only 37 parents. These, however, suggest that parents, too, are not yet aligned to the high aspirations and new sense of purpose that you and your leadership team have for the school.

Senior leaders have a good understanding of the importance of creating a culture of care and openness in order to safeguard their pupils. They speak of a 'tell culture' and are understandably proud of those pupils who have come forward to safeguard their friends when they have had concerns. Appropriate training takes place for all staff in respect of a range of important issues and potential threats to pupils, including safer recruitment training, and good systems are in place for recording concerns and any issues around behaviour. Attendance is monitored carefully and absence is followed up.

The school's website is fully compliant with statutory requirements. Governors take a keen interest in the school and maintain oversight – holding the headteacher and senior leaders to account as they should.

### **External support**

While the plans for improvement are appropriate, the school is still troubled by high levels of staff turnover and the need to develop leadership capacity at all levels. At the moment various schools, the Lincolnshire Teaching Schools Alliance and one consultancy agency have been working with the school. While this support has yielded success, the school and local authority have not drawn up a long-term plan together that identifies the proposed trajectory of improvement and identifies precisely who will offer what support to whom. This needs to happen.

I am copying this letter to the chair of the governing body and the director of children's services for Lincolnshire. This letter will be published on the Ofsted website.

Yours sincerely

Emma Ing  
**Her Majesty's Inspector**



The Peele  
Community College

*Accept Challenge Achieve Success*







# Welcome

The staff and Governors of The Peele Community College would like to thank you for your interest in becoming part of our very successful community.

Choosing a new school for your child is a very important decision and as parents you will believe that your child deserves the best education. At The Peele Community College we also share that belief.

Our college motto is “Accept Challenge Achieve Success” and we believe that every student at Peele can be successful academically while developing their skills and talents.

Everything we do in Peele is to strive to ensure that all learners are able to achieve their success. Our commitment is to provide students with the highest

standards of teaching and learning and to provide a caring and purposeful learning environment. In return we have high expectations of our learners with regards to their behaviour and attitudes to learning and a total commitment to their learning.

We hope this prospectus gives you a feel for the ethos within Peele. We are on an exciting journey and we would like you to be a part of that.

*Staff and Governors of The Peele  
Community College*

# A Good Education for All



All teachers at The Peele Community College are leaders of learning.

High quality learning, teaching and subsequently achievement are what we want for every student within The Peele Community College. We believe that the more we have a shared understanding of what constitutes effective teaching and learning, the greater our success and that of our students will be.

All teachers have high expectations of our learners and focus closely on the needs of individual students. Personalisation to drive student learning is at the centre of all we do. We have a shared ethos and acceptance that every lesson counts.

Consistent expectations are our most powerful tool in ensuring a climate for learning. We believe that the way in which teachers manage the classroom will have a significant effect on students' learning and behaviour. In all classrooms our teachers ensure a purposeful and stimulating learning environment is maintained.

It's a widely accepted truism that good teaching is founded on good relationships. Good relationships are, in their turn, founded on detailed knowledge and understanding of the students we teach. Our students feel valued and have a clear understanding of how well they are doing. All students have their work marked regularly to help them reach or exceed their academic potential. High expectations on their own are not enough.

To enhance learning and teaching **every teacher** is responsible for promoting Literacy, Numeracy and the spiritual, moral, social and cultural development of our students. **Every teacher** at the college is responsible for ensuring a good education for all.

**We believe every student has the right to be successful. We believe every student has the ability to achieve because there is no ceiling to academic achievement.**

*"My first year at the Peele has been an amazing experience because the teachers have been so helpful and the lessons have been fun and exciting."*  
YEAR 7 STUDENT

# Mission Statement

The Peele Community College challenges all members of its community to achieve their personal best by providing a strong learning culture which is based on honesty and mutual respect in a safe and supportive environment.



## Aspirations and Expectations

The Peele Community College provides a dynamic learning environment with high quality teaching that enables each individual to achieve or exceed their potential. We offer an innovative and personalised curriculum that seeks to equip our students with the necessary transferable skills, which will enable

them to become responsible adults who are prepared for the work place.

As a college we seek to raise students' aspirations and create a wide range of opportunities to enable them to become confident, responsible young people prepared for life in the 21st century.

*"I have improved so much in my first year at Peele particularly in English. Before I came I didn't know much about punctuation and my spelling was really bad. I didn't know how to speak French at all and now I know lots of French words. In Art I have learned how to control a pencil, how to sketch and how to make sure I draw the same size as the picture I am copying."*

YEAR 7 STUDENT







# Transition

The transition from Primary to Secondary School is crucial and we work hard to ensure it is a smooth process.



Excellent relationships with our local feeder schools ensure that a comprehensive picture of the students who join us at The Peele Community College is obtained. We then use this information to plan a challenging and appropriate curriculum for the students when they start in Year 7 and as they move through the college.

We recognise how important it is to work in partnership with our local primary schools to ensure that students feel supported in the process of transition, these partnerships ensure students feel confident and comfortable when they join The Peele Community College. We deliver workshops and sessions in our local primary schools and host various learning experiences

for them, some of which are led by our own student leaders, ensuring that primary students understand and begin to learn about the college and the high expectations we place on our own students.

In July we have two days of transition with exciting taster sessions, a tour of the school, opportunities to meet other students and to learn about the pastoral team which is crucial in monitoring student progress, attendance and behaviour.

Our transition programme is extremely successful in ensuring that students feel supported, happy and ready to learn so that they can achieve success.



*"It's been a thrilling experience, the activities that we did before we came to the Peele really helped me settle in quickly, I have really enjoyed the inter-house competitions, sports matches and tournaments."* YEAR 7 STUDENT



# Curriculum

## Key Stage 3

In key stage 3 we offer our students the opportunity to study:

Mathematics, English, Science, Design Technology, History, Geography, Religious Studies, Music, Art, French, Physical Education (PE), and Personal, Social, Health Education (PSHE) including Citizenship with Life Skills.

Year 9 students will take a discrete ICT course, to support their KS4 ICT qualification. Some students in Year 9 will have the exciting opportunity to follow a vocational course from a range of vocational and BTEC subjects.

## Key Stage 4

Lines of learning will be available and will vary according to individual needs and ability, to allow each student to follow a core programme of English, Mathematics, Science, PE and ICT alongside their individual options programme. All qualifications are now taken as linear courses, with all examinations taken at the end of Year 11.

The students then take four options of relevant courses in KS4, which are guided by the individual needs of each student. Along with the formal academic curriculum there will be vocational and work based learning pathways, which all students can undertake. Students have the opportunity to follow a traditional GCSE (EBACC) curriculum, achieving between 8 and 12 qualifications, depending on the pathway they follow. There are also nationally recognised and accredited BTEC and Vocational courses that will promote further interest in students' attainment and provide a solid foundation for lifelong learning. All options may vary depending on student demand and changes to government expectations. A formal presentation of the appropriate pathways will be available at the Year 9 option evening.







# Enrichment and Learning Beyond the Classroom

We are proud to offer an enrichment programme that provides pupils with a variety of activities to extend and develop their skills, knowledge and experience beyond the restraints of the curriculum.

At The Peele Community College we believe that learning takes place everywhere. College life is therefore enriched by diverse activities designed to encourage experiential learning and foster enjoyment.

Enrichment activities are a major strength of the college, enhancing life skills through problem solving, team work, independent thinking, leadership and public speaking.

A broad spectrum of sporting, musical, artistic and scientific clubs are offered every day at lunchtimes and after college. Students may join the college choir, theatre group or DJ club with opportunities to perform to audiences in numerous settings.

Students enjoy success in an impressive range of creative, sporting and technological opportunities and are actively involved in STEM activities throughout college life.

Travel and residential trips are an integral part of broadening student experience. We offer trips to Rome and Sorrento, Belgium and France, Skiing to Austria and Switzerland and the UK for activity and adventure.

Leadership flourishes through the Junior Leadership Team (JLT) and Student Voice. Our students play important roles in the local community, visiting primary schools, leading a range of events and presenting at celebration evenings.

*"The teachers at Peele are great, the lessons are fun but challenging!"* YEAR 7 STUDENT



*"This year has been a fantastic time in my school life, teachers have supported me in making considerable progress from when I was at primary school."* YEAR 7 STUDENT



## Student Support Team

Excellent systems are in place to support our students through crucial parts of their education.

At The Peele Community College we aim to support the whole child and ensure that students develop a positive moral value, which enables them to make valuable contributions to both the college and the wider community.

We ensure that all students have a non-teaching Head of Year that they can talk to and who provides the support and guidance they need as an individual. All students have a personal tutor who they see on a daily basis.

We teach students a wide range of skills through Social and Emotional Aspects of Learning (SEAL) and Citizenship. These parts of the curriculum support

the wider aspects of learning which allow our students to flourish.

We develop positive relationships based on respect and trust with parents too, so that concerns are dealt with quickly. Consultations take place through parents' evenings, questionnaires, and for our SEND students' parent forums.

The colleges strong student support system is at the very heart of our aims and we pride ourselves on knowing that the support we give to all students enable them to feel secure in achieving their personal best and underpinning their academic success.

*"Students feel very safe at college. They are taught how to be safe through well planned pastoral programmes. Students speak with great pride about their college and believe it is a good place in which to learn"* OFSTED 2013





The Peele  
Community College

*Accept Challenge Achieve Success*



# The Peele Community College

*Accept Challenge Achieve Success*

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## Long Sutton and surrounding area

### General information

Long Sutton is situated in South Lincolnshire in the 'big sky' Fenland countryside that borders the Wash and the counties of Cambridgeshire and Norfolk.

The East Midlands in Bloom committee have nominated Long Sutton as one of the Best Small Towns for a number of years.

The 13<sup>th</sup> century church of St Marys has a lead and timber spire, similar to that of the famous Chesterfield twisted spire. Thanks to Lincolnshire's master craftsmen the church spire in Long Sutton is still virtually straight, and is now the oldest and best preserved lead spire in England. The church hosts an annual Flower Festival each spring, which attracts thousands of visitors.

The historic Friday market dates back to the 13<sup>th</sup> century and is still thriving today.

The town has two supermarkets, a wide range of good individual shops, and a selection of pubs serving food, a hotel and junior school.

The surrounding area has several country walks including the 10-mile Peter Scott Walk that follows the coastline of the Wash to the historic town of Kings Lynn.

Long Sutton is a 40-minute drive from both the beautiful beaches along the Norfolk coast and the city of Peterborough with its many attractions and extensive transport links.

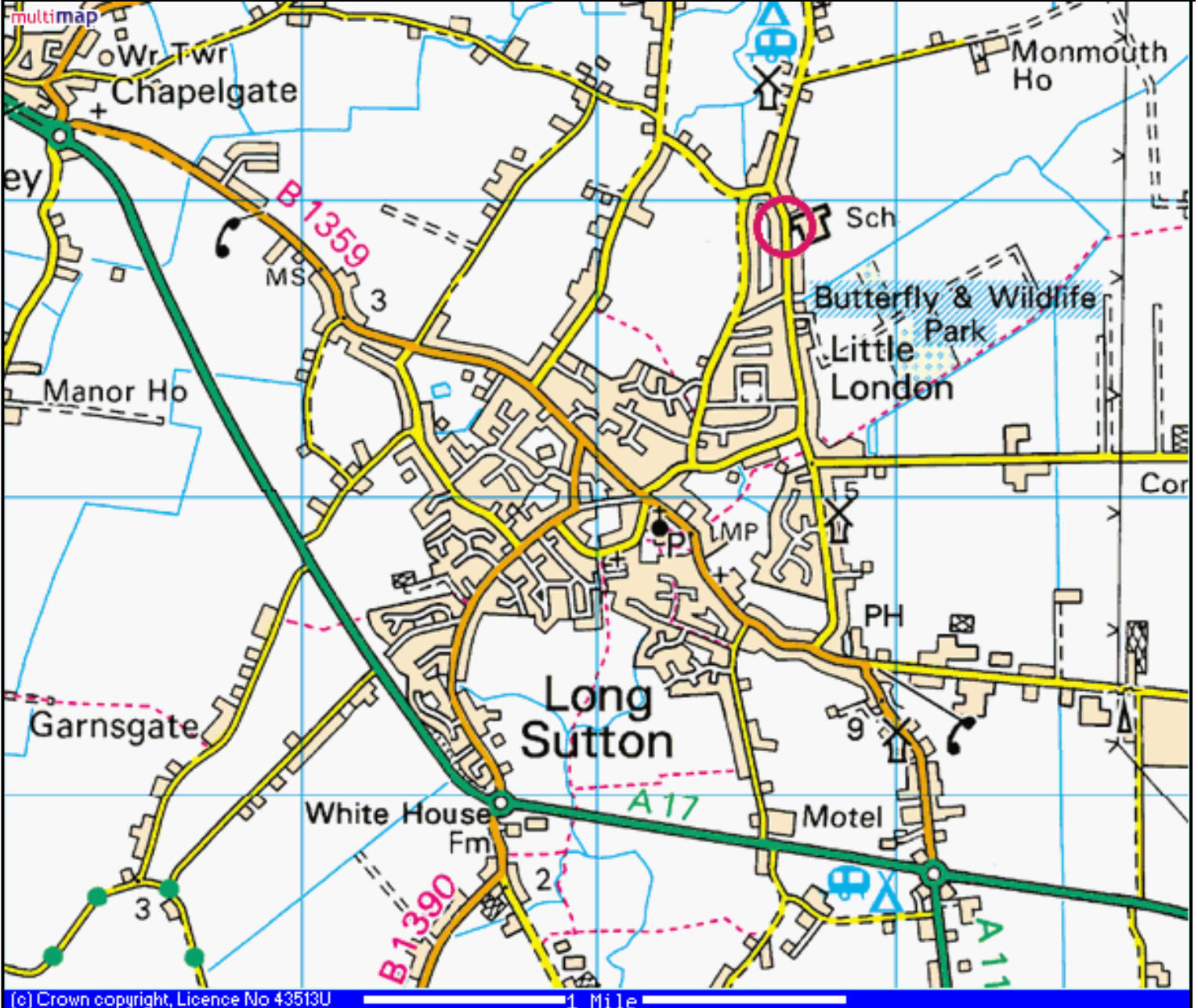
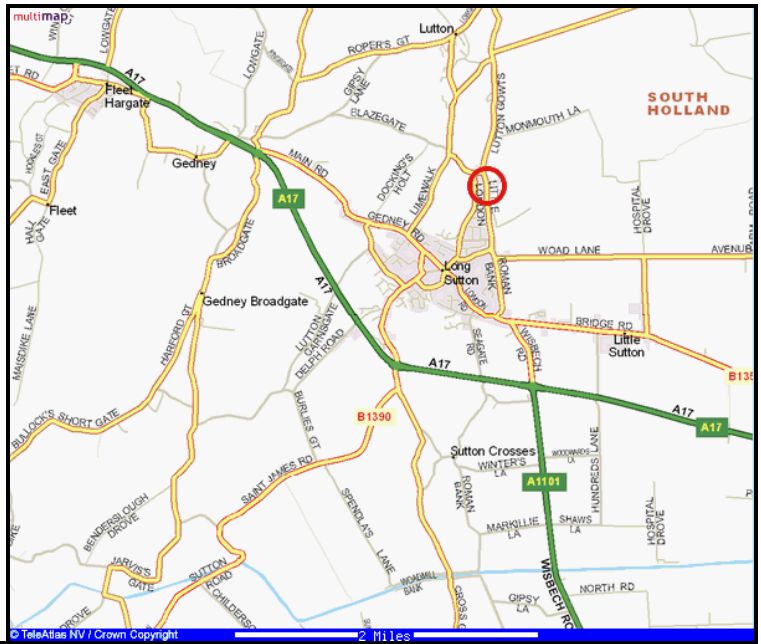
The city of Cambridge with all its history and famous university is a sixty minute drive away, as is Norwich with its shopping centre, and the nearby Norfolk Broads.

The college has two main feeder schools, Long Sutton Primary and Sutton Bridge Westmere Community Primary with eight smaller feeder schools. Currently the college is also attracting pupils from a number of Cambridgeshire primary schools.

The college has an onsite Nursery, Leisure Centre and an Astroturf Hockey pitch.



## The Peele Community College - Directions







Completed Application Forms should be returned by 9:00am on 5<sup>th</sup> June 2017 to:

Headship  
Education Personnel Management Ltd  
St Johns House  
Ermine Business Park  
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Alternatively you can return your completed application to [headship@epm.co.uk](mailto:headship@epm.co.uk)