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|  | **Hetton School** |  |
| **Respect. Learn. Achieve.** |
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**School Information**

**Introduction**

Thank you for your interest in Hetton School. Our school is characterised by our well-presented, polite and co-operative students and a dedicated and professional staff. The school has a well-founded reputation and a long history with its predecessor school opening in 1912. We moved into our excellent new building in September 2016 and already it has made a huge difference to the learning climate and opportunities students receive. We are part of a caring community and a school that supports and guides students well with their personal development and well-being. There is a high level of satisfaction from parents. The opportunities for extra-curricular activities are vast.

**Student profile**

Hetton School students have higher than average Free School Meals eligibility, currently around 45% are or have been eligible in the past 6 years. Over 30% of students are in the bottom 20% of IDACI (child deprivation) rankings and less than 1% in the top 20%. Students come to us in Year 7 with broadly average Key Stage 2 results, although this is variable year to year.

**Ofsted**

Our school was inspected by a team from Ofsted, led by Her Majesty’s Inspector Steve Shaw, on 16th and 17th January 2018. The key finding in this inspection was that our school, requires Improvement. This is a judgement that we agree with. Over the past four years, the way in which all schools have been held to account over student progress and outcomes has changed dramatically. Our school has not kept up with this pace of change nationally. The outcomes that our students have achieved when leaving the school have not been good enough and this was recognised by the school in 2017.

The key area for improvement were stated as:

* *Rapidly improve the quality of teaching and learning so that all pupils, including those who are disadvantaged or who have special educational needs (SEN) and/or disabilities, make good progress and achieve standards in line with pupils nationally.*
* *Improve the quality and consistency of leadership and management.*
* *Ensure behaviour is consistently good.*

Since January 2018 there has been a change in senior leadership with the appointment of a new Headteacher, the appointment of two new Assistant Headteachers and four new Senior Leaders. In addition to these vital changes, the governing body has been overhauled and now has a greater capacity to challenge the leadership and the progress of the school. These new appointments join an existing Assistant Headteacher and Senior Leader as well as a School Business Manager. Each has their own areas of responsibility.

Each term this strong team is joined by a volunteer member of staff to become an Associate SLT member. This is a vital mechanism for developing aspiring leaders and bringing a fresh perspective to the team. At middle leadership level, there are three Heads of Year and six Faculty Leaders. The school has a well-established Student Council as well as Y11 Prefects, Peer Mentors and Head Boy and Girl. Student leadership opportunities are strong and part of our Hetton Honours extra-curricular rewards system

The inspection report states that:

*“The recently appointed Headteacher has an honest recognition of the school’s weak performance in recent years. He is working with determination to make things better and, together with the governors, is steering the school in a purposeful direction… The recently formed senior leadership team is energetic, capable and up for the challenge of turning the school around. These leaders are beginning to have a positive impact on the progress of pupils.”*

**School Improvement Action Plan**

There is a clear and concise School Improvement Action Plan focusing on increasing progress of all students in all groups and all years. This is being delivered through improving teaching, learning and assessment and improving student attitudes to learning. We will also not compromise our overall objective to ‘Improve the life chances of young people in our community’ and our medium-term priority of ‘Changing the Mindset and Aspiration of our students’, but as the inspection report states, in order to achieve these aims we have to first improve teaching, learning and assessment, and students attitude to their learning. By doing this we will improve the progress made by all students, in all years and groups.

We are moving forward with this plan immediately, but it will not stop us continuing to do what we already do so well, including:

* Our sporting academies and teams
* Our international visits
* Our community work
* Our safeguarding of students
* Our commitment to British values, tolerance and equality of opportunity
* Our belief that we can all improve through a *Learn to Achieve* growth Mindset
* Our determination to challenge ourselves to be better every day
* Our celebration of student achievement
* Our partnership with local primary schools
* Our communication through Hetton Headlines and social media
* Our commitment to increasing social mobility

And our approach to **Respect. Learn. Achieve**

**Pastoral Care and Inclusion**

Led by a senior leader, we operate an effective Year system and have clear systems for pastoral care and behaviour. Each Head of Year leads a team of Tutors. We have a strong team led by the SENCO which includes three Mentors, two HLTAs and four LSAs. In addition, we employ a school counsellor three days per week. We have Learning Support for students who need temporary support with their learning and a separate Inclusion Room to support the small number of students who exhibit poor behaviour. We also have an Enhanced Language Provision lead by a specialist teacher and supported by an LSA for those students who have speech, language and communication difficulties. Transition work from Primary to Secondary is excellent. We have effective Information Advice and Guidance programme and have strong partnerships with local industry and training providers. Every student/class receives multiple sessions of Personal Development each week.

**Continuing Professional Development**

Our CPD provision is very well developed. Led by an Assistant Headteacher we will ensure that it is relevant both to the needs of the school and compliant with the School Improvement Action Plan as well as personalised to the need of the individual. Nearly all of our CPD is focused on Teaching and Learning. Many CPD sessions offer personalised choice. We take CPD extremely seriously and see it as the bedrock to school improvement.

**Stakeholder Views**

The latest termly staff survey carried out in January reflects the positive approach towards the school. For example, 97% of staff state that they are proud to be a member of the school; the same percentage say that they know what we are trying to achieve; and 100% state that the Headteacher leads the school well.

The students are similarly positive with 98% stating that their teachers give them work, which challenges them; 92% saying that teachers help them to do their best; and 88% saying that they would recommend the school.

90% of parents are very confident that their child is safe in school; 87% state that the school is well run by leaders; and 82% saying that they are happy with the progress their child is making.

**Mr Craig Knowles, Headteacher (March 2019)**