

# **LODE HEATH SCHOOL**

**SCIENCE AND SPORT SPECIALISMS**

**HIGH PERFORMING SPECIALIST SCHOOL STATUS**

**2008 - 2009**

## **LEA Comprehensive School**

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The information in this prospectus is correct in relation to the year of publication. However, changes may take place which may affect the accuracy of the information during the year in question

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**LODE HEATH SCHOOL**  
**SCIENCE AND SPORT SPECIALISMS**  
HIGH PERFORMING SPECIALIST SCHOOL STATUS  
**CURRICULUM POLICY 2008-09**  
**Solihull MBC**

1. The Governors and Staff of Lode Heath School are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional or cultural needs.
2. The Staff, Governors and Students are committed to the safeguarding and welfare of students and staff.
3. To meet the needs of our School community all our Policies, including this one, can be made available in different formats to help meet your needs such as different font sizes or styles, colour or alternative languages. The document is also available electronically to enable you to use your computers accessibility options. All reasonable requests will be considered. Please apply to the Headteacher at Lode Hath School stating your requirements.

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**LODE HEATH SCHOOL**  
**SCIENCE AND SPORT SPECIALISMS**  
HIGH PERFORMING SPECIALIST SCHOOL STATUS  
**CURRICULUM POLICY 2008-09**

The vision and mission statements set out the overall aims of the Lode Heath Curriculum.

The Lode Heath Curriculum is designed within the framework of the Education Reform Act and the Every Child Matters agenda to provide a curriculum which:-

- ◆ is balanced and broadly based
- ◆ promotes the spiritual, moral, cultural, mental and physical development of pupils
- ◆ prepares pupils for the opportunities, responsibilities and experiences of adult life
- ◆ is related to the aspirations of our Specialising of Science and Sport.

The Lode Heath Curriculum is designed to develop knowledge, understanding, skills, attitudes and values through:

- The subjects of the National Curriculum
- The Immersion Day programme including Personal and Social Education of pupils and elements of Citizenship and Work Related Learning
- Personal Review and Target setting
- The ethos of the school

The Lode Heath Curriculum aims to offer equal access and opportunity for pupils of all abilities throughout the curriculum. The school also aims to respond to individual needs in partnership discussion between pupil, parent and school.

The Lode Heath Curriculum

Key Stage 3 Curriculum - involves study of the following subjects:

- English and Drama
- Maths
- Science
- Information Technology
- Art
- Geography
- History
- Modern Foreign Languages (French/German)
- Music
- Physical Education
- Religious Education
- Technology

Key Stage 4 Curriculum - ensures breadth and balance while allowing choice within the curriculum.

Core subjects, plus a range of choices of subjects, including vocational courses.

English	(GCSE English and for most pupils, Literature)
Maths	(GCSE)
Science	(GCSE)
RE	(Short Course GCSE)

PE (Short Course GCSE) – Year 11  
PE (BTEC First in Sport) – Year 10

Plus a choice from a range of GCSE subjects:

Art, Music, PE, Business Studies, History, Geography, Philosophy and Ethics, French/German, Design and Technology – Graphics / Resistant Materials, Catering.

Some pupils are guided to select from the following:

BTech Diploma in Sport, OCR Nationals (ICT), Manufacturing, Double Award Travel and Tourism.

A small number of pupils may also attend an off-site course in Performing Arts at Stratford College. These pupils are expected to show a high level of commitment to this subject prior to their acceptance on the course.

### Support Groups:

#### KS3 – The ‘T’ Group:

A small group of pupils (the Transition Group) are timetabled separately for certain subjects. The aims for the ‘T group’ are:

- To provide small group teaching to offer additional support to pupils experiencing difficulty in accessing the curriculum
- To enable the pupils to exceed their given targets
- To enable the pupils to rejoin the mainstream timetable in Year 8
- To ensure pupils are given the opportunity to develop confidence and maturity
- To offer pupils a range of learning experiences – in large mixed ability groups e.g. in Music, Art, Technology and PE and in a small group environment for other subjects in order to aid their target of integration into mainstream classes

#### KS4 – The ‘V’ Group:

A small group of pupils in Years 10 and 11 who would benefit from an alternative curriculum are offered the opportunity to:

- Attend Post 16 College for a range of courses or the “390” project
- Follow the life skills based ‘ASDAN’ Course
- Be taught in small groups for core subjects
- Integrate with their peers in PE
- Follow at least one option course of their choice
- Have study skills development opportunities

The school offers regular assemblies with a moral dimension for all pupils (except those withdrawn by parents). The School invites members of the local religious community to lead religious assemblies – often this is an opportunity for collective reflection on an issue.

### Study Skills/Extension Studies and Immersion Days

At KS3 the Programme develops skills of pupils in Communications/Drama, Numeracy, Investigation Skills, Problem Solving, Working with Others, Managing Learning and elements of personal social, moral and spiritual education.

At KS4 the Programme expands and develops skills through a range of citizenship modules, including community activities, social and personal development and healthy living.

### Study Skills

A large number of pupils benefit from additional support time to develop revision and study skills, with access to ICT facilities.

### Personal Review and Target Setting

All pupils use a personal organiser as a method for recording achievement, and setting and reviewing targets. Within the structure of the school year formal opportunities are provided for personal review and target setting. Throughout the year pupils in all years have a 1-1 interview with a member of staff. In Years 7-9 this is known as a Pupil Performance Monitor, in Year 10 and Year 11 it is known as a Target Setting Interview.

**LODE HEATH SCHOOL**  
**SCIENCE AND SPORT SPECIALISMS**  
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**EVERY CHILD MATTERS**  
**CHANGE FOR CHILDREN IN SCHOOLS**

Lode Heath School aspires to fulfil the specification of the 'Every Child Matters: Change for Children in Schools' DfES statutory requirement process and practice will reflect our aspiration to:

- (S)           **Stay safe** - safe from maltreatment, neglect, violence and sexual exploitation, safe from accidental injury and death, safe from bullying and discrimination, safe from crime and anti-social behaviour in and out of school, and have security, stability and are cared for  
***Parents, carers and families provide safe homes and stability***
- (H)           **Be healthy-** physically, mentally and emotionally healthy, sexually healthy, healthy lifestyles and choose not to take illegal drugs  
***Parents, carers and families promote healthy choices***
- (A)           **Achieve economic well-being** - engage in further education, employment or training on leaving school,  
ready for employment,  
live in decent homes and sustainable communities  
access to transport and material goods  
live in households free from low income  
***Parents, carers and families are supported to be economically active***
- (P)           **Make a positive contribution** - engage in decision-making and support the community and the environment  
engage in law-abiding and positive behaviour in and out of school  
develop positive relationships and choose not to bully and discriminate  
develop self-confidence and successfully deal with significant life changes and challenges  
develop enterprising behaviour  
***Parents, carers and families promote positive behaviour***
- (E)           **Enjoy and achieve** - ready for school, attend and enjoy school  
achieve stretching national educational standards at primary school  
achieve personal & social development and enjoy recreation  
achieve stretching national educational standards at secondary school  
***Parents, carers and families support learning***

*"SHAPE our children's future"*

**LODE HEATH SCHOOL**  
**SCIENCE AND SPORT SPECIALISMS**  
HIGH PERFORMING SPECIALIST SCHOOL STATUS

**CAREERS/WORK EXPERIENCE POLICY**

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**LODE HEATH SCHOOL**  
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## **CAREERS/WORK EXPERIENCE POLICY**

### **AIMS**

- i) To enable students to become aware of the skills and attitudes that are needed for the world of work.
- ii) To observe how a company works and the part it plays in our economy.
- iii) To experience the world of work over a period of time and to come to terms with the demands that it makes upon the individual.
- iv) To increase students' knowledge of specific jobs within a given work area.
- v) To give students the opportunity to relate the experiences of the world of work to what they are doing within the school's curriculum.
- vi) To raise the awareness of the teaching staff with regard to the World of Work and the current trends in employers' requirement of young people.

### **OBJECTIVES**

- i) All students will have up to two weeks in a placement that they wish to experience.
- ii) Parents will be consulted as well as students in the initial stage.
- iii) Students will complete a 'Student Diary' and the 'Be Safe: An Introductory Guide to Health and Safety Workbook', which will be inspected by their parents, the employer and the Monitoring Staff Representative. It will form a major part of the student's Progress File.
- iv) Students will use their experiences in the world of work in a variety of curriculum activities on their return to school. This will depend on:-
  - a) the nature of the placement
  - and
  - b) the subject areas the students are studying.
- v) A group of Staff Representatives will monitor a group of students. They will meet with their group of students prior to their Work Experience and will also arrange a de-briefing session on their return to school. Wherever possible staff will visit the students whilst on the placement to conduct their Work Experience interview. However, on occasions, it may be necessary to conduct the interview by telephone. Students will be made aware beforehand whether they will have a personal visit or a telephone interview with the member of staff.

### **TIMING**

Students will undertake Work Experience in Year 10; they will all go out immediately after the Easter Holiday.

## **ORGANISATION**

The responsibility for organising the Work Experience Programme lies with the School's Work Experience Co-ordinator. She works in conjunction with the Deputy Head, Head of Year and Form Tutors.

## **REPORTING**

Staff Representatives will write a full report on students. The report will be put into the Student Record Book which will then form part of the Progress File.

## **HEALTH AND SAFETY**

All students will be fully briefed on Immersion Day prior to placement. This will include regulations concerning Health and Safety. Students will also complete a Health and Safety booklet whilst on placement.

## **PLACING STUDENTS**

Students and parents are required to find a specific placement themselves. If after the deadline students have not secured a placement, they will be given a placement by the Work Experience Co-ordinator. The emphasis of Work Experience is to experience the world of work, rather than choosing a specific job that students hope to develop a career in.

Students who have a poor attendance and punctuality record will be interviewed by the Work Experience Co-ordinator during the placing process. Letters will be sent to parents. Their attendance and punctuality will then be monitored to see if a sufficient improvement has been made in order for the students to go out on placement during the school term. Most students respond well to this incentive.

## **DE-BRIEFING**

On return to school students undergo a debriefing session with their Staff Representative; students will be allowed to come out of lessons for this which will be at a pre-arranged date and time. The Student Diary will form the basis of the de-brief. At completion of the de-brief students will be given a Work Experience Reference Sheet which they will keep, along with their Student Record Book, which will form part of their Progress File.

## **CAREERS CONVENTION AND CONNEXIONS**

Students are invited to attend the annual local Careers Convention.

## **POST 16 LINKS**

Links with the two major colleges in Solihull are very strong and are continually being developed. Each college has at least one Liaison Officer linking in with our Curriculum Deputy, the Director of Pupil Support and Senior Tutors at both colleges.

There have been significant developments. Various events have been arranged within school, as well as at the colleges. These appear on our guidance calendar. They have included:-

- I. Regular meetings at Senior Management level
- II. Staff briefing events held in school and at both colleges

- III. Establishing direct links with curriculum areas at Head of Department and Subject levels
- IV. Students in Year 10 attending both colleges for 'mock' job interviews, as well visits from Colleges
- V. The developing use of the Joint Reference forms

Recording these activities is the responsibility of the Curriculum Deputy and the Assistant Headteacher - Pastoral.

### **FUTURE DEVELOPMENTS**

As well as developing existing links with the two major colleges, the Work Experience Co-ordinator is now looking at links with other local colleges, e.g. South Birmingham, University College of Birmingham, mid-Warwickshire (Moreton Morrell), Stratford-upon-Avon and local Sixth Forms at Solihull School and St. Peters.

See Appendix A & B.

## Appendix A

### CAREERS GUIDANCE

All students will receive several careers' inputs this year. Individual Careers Guidance Interviews are available and students can request these. Our CONNEXIONS Personal Advisors will be involved in all aspects of the programme, and will be available for any additional help during a lunchtime 'drop in' session which will be advertised.

There will be a Careers Convention with local employers and local colleges. You really **MUST** attend to make yourself aware of opportunities exist when you leave Lode Heath School.

During the year, Solihull College and Solihull Sixth Form College will be coming into school on a number of occasions to make you aware of what they have to offer Post 16. There will also be many open evenings for all our local colleges and it is vital that you go to them all so that you can make an informed choice. Solihull College and Solihull Sixth Form College will also be present at Parents Evening, along with our CONNEXIONS Personal Advisors.

**You should read your Form Notice Board for Careers notices on a DAILY basis. There will be many messages sent each week to your class.**

**You should also read the Careers Notice Board in the Pupil Support and Careers area (in the Science Block) for all the up-to-date job vacancies. This should be checked out at least ONCE A WEEK!**

## Appendix B

### CAREERS - YEAR 9

#### Year 9 Options

A Year 9 Option Evening is planned for February which will outline the main components of the option subjects and facilitate the correct choices for students.

The school's 'Options Booklet: 2007 – 2009' will be issued during March. These booklets should be studied thoroughly to enable students to make informed choices. Each pupil will be given a copy of DFES publications 'Parents and Carers of Year 9 Students' and 'Which Way Now'.

The Careers section in the Learning Resource Centre should also be consulted. Connexions staff will be able to discuss any queries regarding options and lunchtime 'drop in' sessions will be advertised. There is an opportunity to use computer software to check on a variety of careers. A selection of college prospectuses are also available to cross-check subject requirements, as well as giving pupils an insight into opportunities that exist after leaving school.

**A Connexions Careers Adviser attached to the school will be in attendance at Year 9 Parents' Evening.**

**Finally, you should keep an open mind about all the subjects on offer and only make your final choice a day or two before the option form is due in.**

**Remember an informed choice is a sound choice.**

**Check all details of each course on offer before you decide.**

**LODE HEATH SCHOOL**  
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**COUNTY AND CONTROLLED SCHOOLS**  
**SUMMARY OF THE AUTHORITY'S**  
**ADMISSIONS POLICY**

If a community school receives more applications than there are places available, places will be offered in the following order

**Priority 1** Children in the care of a local authority (looked-after children)  
Children with statements of special educational needs  
Children whose exceptional circumstances can only be met by that particular school

**Priority 2** Children who normally live in the catchment area of the school

**Priority 3** Children who have an older brother or sister at the school at the same time

**Priority 4** Children closest to the school, measured in a straight line from the child's home

Applications on exceptional social or medical grounds must be supported by independent professional evidence. Applications will be considered by the Cabinet Member Advisory Group for Admissions who will determine whether the grounds outlined in the supporting evidence are to be accepted.

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**SCHOOL DAY 2008-09**

<b>Registration Monday to Friday with an 8.40 a.m. start on Assembly Days:</b>	<b>08.45 - 09.00</b>
<b><u>Assemblies</u></b>	
Monday	Year 11
Tuesday	Year 7
Wednesday	Year 8
Thursday	Year 9
Friday	Year 10
Period 1	09.00 - 10.00
Period 2	10.00 - 11.00
<b>BREAK</b>	11.00 - 11.20
Period 3	11.20 - 12.20
Period 4	12.20 - 13.20
<b>LUNCH</b>	13.20 – 14.05
Period 5	14.05 – 15.05
End of School	15.05

**LODE HEATH SCHOOL**  
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## **UNIFORM**

The school adheres strongly to the belief that school uniform is a factor in establishing a controlled atmosphere in which students can work efficiently. It is hoped that parents will co-operate in ensuring that their children wear correct uniform at all times. The list is as follows:-

### **BOYS**

Black blazer with school badge

Plain white shirt

School tie

Plain Black 'V' neck jumper or plain black 'V' neck button cardigan (not tank tops)

**Trousers:** Plain black school trousers which hang from the waist (no denim or corduroy or adornments)

**Shoes:** Plain black formal shoes (not trainers or trainer style shoes, or logos). Heels should be safe and quiet. (Boots are not permitted)

**Outdoor coat:** Suitable for wet weather, to be worn over the blazer

**Hairstyle:** A natural colour, no shorter than No. 2. (No extreme styles including sculpting)

### **GIRLS**

Black blazer with school badge

Plain white shirt

School tie

Plain Black 'V' neck jumper or plain black 'V' neck button cardigan (not tank tops)

**Trousers:** Plain black school trousers which hang from the waist (no denim or corduroy or adornments)

**Skirt:** Plain black, loose fitting knee length, which hang from the waist. Level hemline, and no splits and unadorned with zips or chains. (If pleated, then pleats from waistband)

**Shoes:** Plain black formal shoes. High heels, platform or backless shoes are not permitted. (No logos). Heels should be safe and quiet. Boots are not permitted

**Outdoor coat:** Suitable for wet weather, to be worn over the blazer

**Hairstyle:** A natural colour, no shorter than No. 2. (No extreme styles including sculpting)

**Tights:** Plain black or beige, or plain black knee socks (not both).

#### **Please note all pupils:**

Hooded sweatshirts/coloured tops and baseball caps are not permitted in school.

All pupils inside the building are expected to wear their blazer, tie fastened at the collar, with minimum of 12 stripes of the tie showing. Shirt tucked into trousers / skirt.

The wearing of make up and nail varnish are not permitted.

Jewellery may not be worn on display other than a watch and a single plain stud may be worn in each ear. No rings, zips, chains or wide belts.

Eye-brow / nose studs or any other form of visible body piercing are not permitted.

Pupils may change footwear for sport at break or lunch but return to building in full uniform.

In inclement weather students should bring a change of shoes.

### **BOYS Physical Education - Indoor Kit**

White polo shirt with sports college logo  
White shorts  
White socks  
Indoor trainers

### **BOYS Physical Education - Outdoor Kit**

Navy rugby top with sports college logo  
Navy shorts  
Navy plain tracksuit bottoms\* (\*discretionary use by staff)  
Navy and yellow hooped socks  
Outdoor trainers  
Football boots (advisable)  
Gum shield (advisable)

### **GIRLS Physical Education - Indoor Kit**

White polo shirt with school logo  
Navy shorts  
White socks  
Indoor trainers

### **GIRLS Physical Education - Outdoor Kit**

White Polo Shirt with sports college logo  
Navy shorts  
Navy plain tracksuit bottoms\* (\*discretionary use by staff)  
Navy socks  
Navy sweatshirt with sports college logo  
Outdoor trainers  
Football boots (advisable)  
Gum shield (advisable)

**(Items of uniform with a school logo are only available from School)**

**LODE HEATH SCHOOL**  
**SCIENCE AND SPORT SPECIALISMS**  
HIGH PERFORMING SPECIALIST SCHOOL STATUS

**SEN POLICY**

4. The Governors and Staff of Lode Heath School are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional or cultural needs.
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**SEN POLICY**

**INTRODUCTION**

- 1.1 This policy describes how Lode Heath School provides support to pupils experiencing special educational needs. These needs may arise at any time from learning, behavioural, emotional difficulties or medical conditions.
- 1.2 By translating this policy into practice we are seeking to overcome the barriers that may prevent a pupil achieving their full potential. This document is supported by the school's curriculum statement and other school policies and is in context of The Code of Practice on the Identification and Assessment of Special Educational Needs 2001 and is in accordance with the Education (Special Educational Needs) (information) Regulations 1999
- 1.3 The school believes that:
  - 1.3.1 There is a continuum of special educational needs which should be matched by a continuum of provision in school. This applies equally to the least and most able pupils.
  - 1.3.2 Every pupil should have access to a broad and balanced curriculum, which includes the National Curriculum, and all school activities.
  - 1.3.3 All teaching staff have the responsibility to meet the individual needs of their students, which may include any special or specific learning needs.
  - 1.3.4 All staff have a shared responsibility to respond positively to the needs of all the students on an individual basis.
  - 1.3.5 The involvement of parents/carers as partners is vital to the success of pupils with special educational needs.
  - 1.3.6 Children identified as having special educational needs should have the opportunity to contribute to their review and planning process.
  - 1.3.7 A student must not be regarded as having a learning difficulty solely because their home language is different from the language in which they are taught.

**THE POLICY.**

**GUIDELINES AND PROCEDURES.**

- 2.1 SEN Governor is Mrs Susan Gomm.
- 2.2 The Head of Learning Support, with direct responsibility to the Deputy Headteacher and the Headteacher, is responsible for co-ordinating the day to day provision of education for pupils with special educational needs including:

- Overseeing day to day operation of the school's Special Educational Needs Policy
  - liaison with and advising teacher colleagues
  - co-ordinating provision for pupils with special educational needs
  - maintaining the school's Special Educational Needs Register and the records of all pupils with special educational needs
  - liaison with parents of children identified as having special educational needs
  - contributing to the in-service training of staff
  - liaison with the LEA Support Services and other external agencies
  - managing the review process of pupils identified as having special educational needs
- 2.3 The Head of Learning Support will liaise with the Assistant Head Teacher for Pastoral Care and Year Leaders to ensure that pupils with behavioural, emotional or medical difficulties are appropriately registered and supported.
- 2.4 The Learning Support Department will support pupils through collaborative and support teaching and through withdrawal when appropriate.
- 2.5 The Learning Support Department will continue to build up a bank of appropriate resources to support pupils with special educational needs.
- 2.6 The Learning Support Department will liaise with all departments to advise on appropriate teaching strategies and materials.
- 2.7 In June / July the Head of Learning Support liaises with feeder primary schools to receive SEN information on incoming pupils.
- 2.8 The Head of Learning Support Department liaises with the Head of Pastoral and the Year Leaders on the induction, and identification of any special educational needs, of new pupils to the school.
- 2.9 All Pupils are screened on entry to Lode Heath using the Blackwell Spelling Test. The Neale Analysis for reading is used to identify pupils for support groups
- 2.10 Initial screening is followed up by more diagnostic testing to identify specific difficulties
- 2.11 Each department/curriculum area has the responsibility to identify students with special educational needs not previously noted.
- 2.12 All teaching staff have a responsibility to match teaching styles and resources to the Learning needs/styles of the students. This should be through the use of appropriate differentiated approaches and the provision of suitable resources.
- 2.13 Parents are involved in all stages of the support process through:
- The school's reporting procedures, including monitoring and Parents' Evenings
  - Invitation to attend and or contribute to review meetings of pupils with statements of special educational needs and those on School Action Plus.
  - Pupil organisers
- 2.14 Parents are encouraged to contact the Head of Learning support and arrange a meeting should they have any concerns.

- 2.15 There are no separate arrangements for admitting pupils with special educational needs.
- 2.16 The complaints procedure applies to all students and parents/carers. Copies of the current Complaints Procedure are available from the school.
- 2.17 All members of the Learning Support department are encouraged to take advantage of appropriate training opportunities.
- 2.18 Funds allocated to the school under the LEA's formula for the local management of schools are used to provide teaching support, individual support and appropriate resources for pupils with special educational needs.
- 2.19 In 2007/8 the school worked with the following LEA support services and other outside agencies and organisations:-

Educational Psychology Service  
Solihull Specialist Inclusion Support Service  
Community Health Service  
Social Services  
Educational Welfare Service  
Connexions Service  
Child and Mental Health Services  
NASEN

## **MONITORING AND EVALUATION**

- 2 The success of the Special Educational Needs Policy will be reviewed, monitored and evaluated through:
- Regular meetings between The Head of Learning Support and the Assistant Headteacher responsible for Inclusion and Access
  - Annual Governors' Report to parents
  - Monitoring data on pupil achievement
  - Parental involvement; details of meetings and other contact kept in pupils' special needs files
  - Discussion with students; views of pupils included on record of review meetings and other comments noted in their files
  - Staff consultations; recorded in minutes of meetings
  - Feedback from outside agencies; recorded in individual pupil's file or in appropriate agency's file
  - Annual update of the Policy and the department's involvement in producing a Departmental Action Plan (updated as part of the School Improvement Plan).

**LODE HEATH SCHOOL**  
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HIGH PERFORMING SPECIALIST SCHOOL STATUS  
**SCHOOL ATTENDANCE 2007-08**

	<b><u>Percentage Pupil Attendance</u></b>	<b><u>Percentage of Unauthorised absences</u></b>
Year 7	96.7	0.5
Year 8	98.6	0.2
Year 9	98.1	0.4
Year 10	92.7	0.7
Year 11	94.8	2.1
<b>Total</b>	<b>96.2</b>	<b>0.7</b>

**LODE HEATH SCHOOL**  
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**GCSE RESULTS**

Full Course Results

Subject	Entries	A*	A	B	C	D	E	F	G	U	X	A*- C	A*- G
Art & Design	42	2	2	11	15	10	0	2	0	0	0	30	42
Biology	3	2	1	0	0	0	0	0	0	0	0	3	3
Business Studies	49	1	6	11	20	5	5	1	0	0	0	38	49
Chemistry	3	2	1	0	0	0	0	0	0	0	0	3	3
Design and Technology	50	1	3	12	15	12	3	1	0	3	0	31	47
English	190	13	34	61	44	25	9	2	1	1	0	152	189
English Literature	173	7	52	77	30	4	0	1	1	1	0	166	172
French	37	4	4	6	17	0	3	2	1	0	0	31	37
Geography	51	6	9	10	17	3	4	2	0	0	0	42	51
German	33	3	5	14	7	1	3	0	0	0	0	29	33
History	71	10	11	19	15	7	3	2	2	2	0	55	69
Information Technology	48	0	3	14	23	7	1	0	0	0	0	40	48
Leisure & Tourism (Double Award)	60	0	1	15	18	18	7	1	0	0	0	34	60
Manufacturing (Double Award)	26	0	0	0	0	10	12	2	2	0	0	0	26
Mathematics	190	14	33	51	50	26	6	6	2	1	1	148	188
Music	12	1	2	5	4	0	0	0	0	0	0	12	12
PE	42	1	4	17	7	12	1	0	0	0	0	29	42
Physics	3	2	1	0	0	0	0	0	0	0	0	3	3
Religious Studies	22	17	5	0	0	0	0	0	0	0	0	22	22
Science Additional	112												
Science Core	187	8	28	52	51	29	10	8	0	1	0	139	186
Science Vocational	42	0	0	2	12	26	2	0	0	0	0	14	42
Statistics	1	1	0	0	0	0	0	0	0	0	0	1	1

Short Course Results

Subject	Entries	A*	A	B	C	D	E	F	G	U	X	A*- C	A*- G
Information Technology	4	0	1	0	1	0	1	0	1	0	0	2	4
PE	129	2	6	10	26	47	30	6	1	1	0	44	128
Religious Studies	160	27	33	35	31	14	8	4	3	0	5	126	155

In 2008 we had two vocational courses examined. BTEC First Certificate in Sport achieved a 100% and AiDA/CiDA a 63.6% A\*-C equivalent.

NB:

2008 has seen record breaking Examinations scores with over 400 A and A\* equivalents. 100% A\*-G pass and 74% A\*-C including Maths and English (76% overall).

A final verified percentage will not be available until later this month due to some individual grade appeals and moderations.

**LODE HEATH SCHOOL**  
**SCIENCE AND SPORT SPECIALISMS**  
HIGH PERFORMING SPECIALIST SCHOOL STATUS  
**EXTERNAL QUALIFICATIONS**

The following courses are currently followed to external qualification level in Years 10 and 11:-

<b>Subject</b>	<b>Qualification</b>	<b>Awarding Body</b>
Art and Design	GCSE	OCR
ASDAN	Certificate	ASDAN
BTEC First Certificate - Sport	Equivalent GCSE - Double	EDEXCEL
BTEC Diploma - Sport	Equivalent 4 GCSEs	EDEXCEL
Business Studies	GCSE	OCR
Design & Technology	GCSE	WJEC OCR
English	GCSE	AQA
English Literature	GCSE	AQA
French	GCSE	AQA
Geography	GCSE	AQA
German	GCSE	AQA
History	GCSE	EDEXCEL
ICT	GCSE - Full Course	OCR
ICT OCR Nationals	Equivalent 1-4 GCSEs	OCR
Leisure and Tourism	GCSE - Double	EDEXCEL
Manufacturing	GCSE - Double	EDEXCEL
Mathematics	GCSE Modular	EDEXCEL
Music	GCSE	OCR
Philosophy and Ethics	GCSE - Full Course - Short Course	OCR
Physical Education	GCSE - Full Course - Short Course	EDEXCEL
Science - Modular	GCSE - Core GCSE - Additional Science GCSE - Additional Applied Science GCSE - Biology GCSE - Chemistry GCSE - Physics	AQA

Please note that this syllabus list may be subject to change

**LODE HEATH SCHOOL**  
**SCIENCE AND SPORT SPECIALISMS**  
 HIGH PERFORMING SPECIALIST SCHOOL STATUS  
**DESTINATIONS OF 2007 LEAVERS**

<u>Destination</u>	%
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A School Sixth Form	1%
Solihull Sixth Form College	86%
College of Further Education	65%

Work based learning (non employed)	Not known
Employed full time	16%

Available for employment	3%
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Other	1%
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# LODE HEATH SCHOOL

## SCIENCE AND SPORT SPECIALISMS

### HIGH PERFORMING SPECIALIST SCHOOL STATUS

# SCHOOL RESULTS

These tables show the percentage of pupils at the end of Key Stage 3 achieving each level in 2008. The number of pupils at the end of Key Stage 3 is 210 . Figures may not total 100 percent because of rounding.

TEACHER ASSESSMENT													
	Percentage at each level												
	W	1	2	3	4	5	6	7	8	EP	Pupils disappplied	Pupils absent	
English	0	0	0	3	13	35	30	17	0	0	0	0	
Mathematics	0	0	0	0	15	28	30	20	6	0	0	0	
Science	0	0	0	0	17	30	35	18	0	0	0	0	

TEST RESULTS										
	Percentage at each level									
	Below level 3/4*	3	4	5	6	7	8	Pupils not entered#	Pupils absent	
English	2		10	42	37	7		0	2	
Reading	10		8	46	25	10		0	1	
Writing	1		5	30	54	9		0	1	
Mathematics	0	3	10	22	28	26	9	0	2	
Science	0	2	13	35	30	18		0	2	

TEACHER ASSESSMENT													
	Percentage at each level												
	W	1	2	3	4	5	6	7	8	EP	Pupils disappplied	Pupils absent	
Modern foreign languages	0	0	0	10	19	25	30	13	0	0	0	1	
Design and technology	0	0	0	7	18	40	22	11	0	0	0	2	
Geography	0	0	0	1	16	45	31	5	0	0	0	1	
History	0	0	0	5	23	55	14	2	0	0	0	1	
ICT <sup>+</sup>	0	0	0	0	27	49	23	0	0	0	0	0	
Art and Design	0	0	0	0	20	45	34	0	0	0	0	0	
Music	0	0	0	0	4	72	19	3	0	0	0	1	
Physical education	0	0	0	0	12	50	33	3	0	0	0	1	

## COMPARATIVE REPORT

These tables show a summary of the National Curriculum results of pupils in the school (2006) and nationally (2005) at the end of Key Stage 3, as a percentage of those eligible for assessment. The number of eligible children is: 194 Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT 2008 and NATIONAL 2007													
		Percentage at each level											
		W	1	2	3	4	5	6	7	8	EP	D	A
English	School	0	0	0	3	13	35	30	17	0	0	0	0
	National	0	0	1	5	18	38	27	9	0	0	0	0
Mathematics	School	0	0	0	0	15	28	30	20	6	0	0	0
	National	0	0	1	5	14	23	28	21	7	0	0	0
Science	School	0	0	0	0	17	30	35	18	0	0	0	0
	National	0	0	1	5	18	34	29	12	0	0	0	1

TEST RESULTS 2008 and NATIONAL 2007												
		Percentage at each level									Pupils not entered <sup>#</sup>	Pupils absent
		Below level 3/4*	3	4	5	6	7	8				
English	School	2		10	42	37	7		0	2		
	National	9		13	41	24	8		0	4		
Reading	School	10		8	46	25	10		0	1		
	National	13		13	39	23	10		0	3		
Writing	School	1		5	30	54	9		0	1		
	National	10		14	40	24	9		0	3		
Mathematics	School	0	3	10	22	28	26	9	0	2		
	National	2	6	14	20	27	21	8	0	3		
Science	School	0	2	13	35	30	18		0	2		
	National	2	5	17	32	25	15		0	3		

W represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.  
 EP represents exceptional performance

\* represents pupils who were not entered for the tests because they were working below level 3 in mathematics or science, or below level 4 in English; pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level from the tests.

# pupils working at the levels of the tests but unable to access them.

W represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.  
 D represents pupils who are disapplied under sections 364 or 365 of the Education Act 1996.  
 A represents pupils who could not be assessed due to absence, or were absent on the day of the test.  
 T represents pupils working at the levels of the tests, but unable to access them.

\* represents pupils who were not entered for the tests because they were working below level 3 in mathematics or science, or below level 4 in English; pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level from the tests.

**LODE HEATH SCHOOL**  
**SCIENCE AND SPORT SPECIALISMS**  
HIGH PERFORMING SPECIALIST SCHOOL STATUS

**TERM DATES FOR THE ACADEMIC YEAR: 2009- 10**

**Autumn Term 2009**

- Term starts - Thursday 3rd September
- Half Term - Monday 26th October - Friday 30th October
- Term Ends - Friday 18th December

**Spring Term 2010**

- Term starts - Monday 4th January
- Half Term - Monday 15th February - Friday 19th February
- Term Ends - Thursday 1st April

**Summer Term 2010**

- Term starts - Monday 19th April
- Half Term - Monday 31st May - Friday 4th June
- Term Ends - Friday 23rd July

5 non-pupil, teacher professional development days to be determined by the school and will be confirmed in the calendar sent to parents before the commencement of the term.

**LODE HEATH SCHOOL**  
**SCIENCE AND SPORT SPECIALISMS**  
HIGH PERFORMING SPECIALIST SCHOOL STATUS  
**ACCESS TO DOCUMENTS**

**Anyone who wishes to see any of the school's policy documents may do so at the school office, in particular the following:**

- The LEA's curriculum policy statement
- Documents concerning the National Curriculum
- The School's Sex Educational Policy
- The School's Special Education Needs Policy
- Schemes of work
- Syllabi used in the school
- The LEA document outlining arrangements for complaints
- The public record of school governors' meetings
- The most recent OFSTED report on the school is available on the School Website, the OFSTED Website or from the school office