

Holmesdale Technology College Profile



Holmesdale Technology College

Malling Road

Snodland, Kent, ME6 5HS

Telephone: 01634 240416

<http://www.holmesdale.kent.sch.uk>

Local Authority:	Kent
Age range:	11-18
Number of pupils:	930
Head teacher:	Mr I K Hobson
Chair of governors:	Mr R Sams MBE

What have been our successes this year?

Our successes for the Academic Year 2007/2008 consist of :

- Percentage of students achieving 5+ A*-C grades has risen to 65% in 2008 (80% in 2009)
- 100% of all students achieved at least 1 A*-G at GCSE in the five years up to and including 2008
- Our new £18 m PFI building was completed in September 2007 . 2007/2008 was the first complete year in our superb new build
- Achieved a 1 to 1 ratio of students to computers
- The first complete year of the newly formed Federation with TheMalling School:- one Executive Principal and one governing body. The federation goes from strength to strength

What are we trying to improve?

In the Academic Year 2007/2008 the major emphasis was on raising attainment KS4 especially within the core subjects of English, mathematics and science.

Our curriculum included Project Based Learning for the first time in year 7 only. The scheme is designed to give young people the necessary skills consistently sought by employers, ie

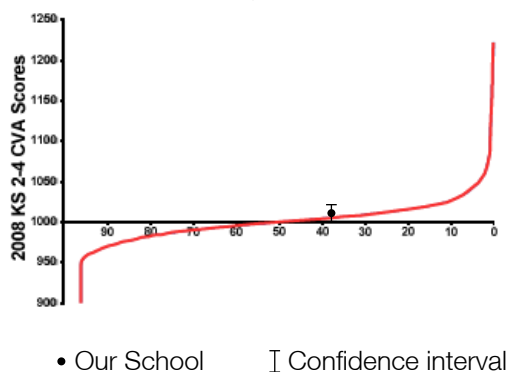
- team work
- adaptability
- presentational skills

To support transition for our more vulnerable Year 6 pupils we continued to have a small class taught by a primary trained teacher for 85% of the curriculum time.

To enhance the learning experience of students we have installed data projectors in all classrooms. All teaching staff are provided with laptops and are encouraged to make full use of this new technology. The school has a Virtual Learning Environment with staff and pupil portals to support student learning. There is a laptop scheme for years 7, 8 and 9 which provides a laptop for each individual student.

Considerable emphasis continues to be placed on staff development. In particular the training given to non-teaching staff has been hailed as excellent and featured on Teachers TV.

How much progress do pupils make between 11 and 16?



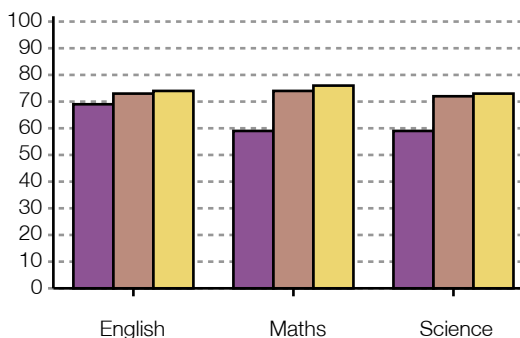
The chart shows our school's contextual value added (CVA) score relative to that of other secondary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

This CVA score of 1005.3 places the school in the top 36% of **all schools** nationally.

Our total average points score at GCSE was 449.0 - the national average for this measure is 390.8. Holmesdale is considerable above this.

Once again every pupil left Holmesdale with at least one qualification at GCSE. We do concentrate on all learners at all levels of the ability range and once again we have proved this to be so.

How well do our pupils achieve at age 14?



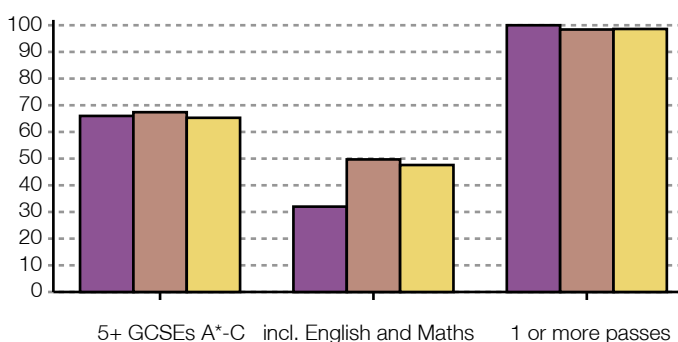
This shows Key Stage 3 results for 2007. It shows the percentage of pupils eligible for KS3 tests (usually 14 year olds) who achieved or exceeded level 5.

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

KS3 Results in English, mathematics and science continue to improve in line with school targets.

When reading the above graphs it should be borne in mind that the "local" and "all schools" means regardless of selection.

How well do our pupils achieve at age 16?



This shows the percentage of pupils (who were at the end of Key Stage 4) who in 2008 achieved 5 or more GCSEs (and equivalent) at grades A*-C, 5 or more GCSEs (and equivalent) at grades A*-C including English and mathematics GCSE, and one or more GCSEs (and equivalent) at grades A*-G.

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

In all the graphs it should be borne in mind that the local and national figures are for all schools, regardless of selection

The first graph indicates that for 5+ A*-C grades we are above the national average

The second graph shows that where English and Maths are included we are lower but selection at 11+ seriously impinges on this figure

The last graph indicates we are above local and national figures for those leaving with a qualification. This emphasises the fact that we leave no child behind. We do concentrate on all children regardless of their ability.

How have our results changed over time?

GCSE

- GCSE results have improved over the last few years from a low point of 3% 5 A*-C in 1995 to 65% 5A*-C in 2008.
- 100% of students achieved at least 1 A*- G between 2002-2008.
- 100% of students achieved at least 5 A*- G in 2008.
- Member of Specialist Schools Trust Most Improved Schools Club in 2008.
- Highest value added of any Kent State School in 2003.
- Pupils make significant progress from KS2 to KS4 and CVA data places the school in the top 36% of all schools nationally.

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

Progress of students with Additional Educational Needs is closely monitored by the SEN Department and individual support is provided where necessary. Small group lessons are held to raise Literacy levels together with the Accelerated Reading Scheme which all pupils participate in throughout the year.

In 2007 the Advisory Group which was set up for a small group of potential NEET (Not in Education Employment or Training) students from years 10 and 11 in order to ease the transition from education into employment continued to operate.

GCSE Option Courses begin in year 9. All pupils are encouraged to make relevant guided choices appropriate to their ability.

Students are taught in mixed ability classes apart from English, mathematics and science where extensive setting exists. A small group of year 7 students are taught by a primary trained teacher in a Transition Class for 85% of curriculum time.

All students in year 7 study Project Based Learning for 40% of curriculum time. This encourages pupils to work in teams.

A laptop scheme enables 1-1 access to ICT for all students in years 7, 8 and 9. The school has developed a bespoke VLE to enhance the learning of all students throughout the school.

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

Our Attendance Rate for 2007/2008 was 92.7 % broadly in line with the national average. We employ an Attendance Officer to follow up all first day absences. The school uses an electronic registration system to record attendance in all lessons. Overall the vast majority of students attend school regularly with negligible levels of truancy.

Our curriculum and staffing expertise are key to attendance. Students like school and want to attend Holmesdale.

The school uses a wide range of strategies to encourage good standards of behaviour. These include a Student Support Centre, student reports, mentoring and parental involvement. A merit and reward system also operates.

In 2006 a new Behaviour for Life Policy based on consequences was introduced. This involves a series of sanctions involving warnings, after school detentions, internal isolation, meetings with Governors and ultimately fixed term exclusion in order to modify unacceptable behaviour.

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

The school values student voice and an active School Council exists chaired by older students.

We regularly survey our students using anonymous questionnaires to seek opinions on a wide variety of whole school issues.

As a result of consultation with students a number of issues were resolved eg:

- New picnic benches were provided.
- Non school uniform day for charity was agreed
- A Year 11 Leavers Prom was organised.
- Lunchtime wet weather areas were identified.
- Breakfast Club introduced.

- Facilities for the 6th Form were improved.
- Overall students play an active role in all aspects of school life, including the appointment of teachers at all levels

In 2007/2008 the governors introduced a student representative on their Community and Communications committee

How are we working with parents and the community?

It is a major priority for the school to be a focus for the community and to be involved in all levels of community activity. We are designated a Kent Extended School and aim to provide life long learning for all.

A newsletter 6 times per year keeps parents and the local community up to date with school activities. The school's award winning website is regularly updated with current events. The school was the first KCC Library Access Point. This enables local people to access our library on-line and order books and resources.

Academic Review Days are well attended by parents who value and understand the target setting process. The average attendance by parents to these days is 96%.

A Parent Teacher Association exists and events are well supported.

The school provides adult classes in Maths, ICT and a number of successful Family Learning Events have been held.

What activities and options are available to pupils?

There is an extensive programme of activities available to all students.

These include:

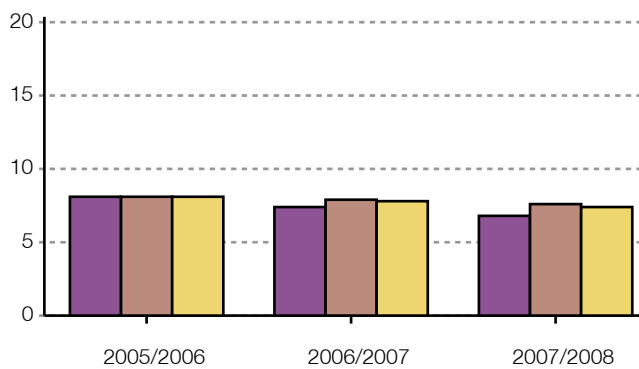
- Duke of Edinburgh's Award Scheme
- Sporting Clubs
- Breakfast Club
- Subject Clubs
- Homework help Club
- Summer Schools
- Easter School KS3 and GCSE Revision Schools
- Musical instrument tuition on a variety of instruments

- There is a very successful School Council
- Excellent Musical productions hugely enjoyed by the public
- The school offers a number of residential visits throughout the year in the UK and abroad.

Curriculum

The school offers combined science and in languages all students at Key Stage 3 study French and Spanish and at Key Stage 4 opt for either

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

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

As can be seen from the graphs, less half days were missed by the students at Holmesdale than locally or nationally.

Students like Holmesdale and they enjoy attending school.

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

As part of the Every Child Matters Agenda (Children's Act 2004) we work with our partners to protect students from harm and help them achieve what they want in life. Teachers are sensitive to individual needs and students are fully supported by tutors and Student Support Managers.

Students are allocated to mixed age tutor groups containing students from years 7 - 13 affording access to a personal tutor who ensures their well-being at school.

All students study PSHE lessons which addresses issues such as alcohol, smoking, drugs, sex education and healthy eating. A member of staff is responsible for "Healthy Schools" initiative. The school encourages healthy eating and the caterers' provide a variety of low salt, no added sugar meals and no fizzy drinks or chocolate bars are available.

The school operates a "No Blame" approach to bullying which generally works well as the incidence of bullying in the school remains relatively low.

A peer mentoring programme exists with mentors trained under the Safe Schools Initiative. In addition a Connexions Personal Advisor and an Aim Higher Coordinator are based on site and provide individual support.

What do our pupils do after year 11?

The following official figures refer to the year 2007/2008, the year of this report:

Stayed on at school	30.30%
Went to College	45.40%
Entered training	0.80%
Modern Apprenticeships	7.60%
Employment without training	3.40%
NEET	3.40%
Moved away/unavailable	9.20%

What have we done in response to Ofsted?

The school was inspected in February 2008 and was described in the subsequent report as "a good school" with students making good progress because of the effective teaching. Ofsted have recommended that the school should plan to:

- ensure students make better progress in English, maths and Science
 - give those pupils who are capable of higher attainment more challenging work
 - make sure that the programme of personal, social and health education is planned to support personal development.
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Information about our sixth form

Our results this year

2008 was the third year of entry for A2 Levels at Holmesdale. 88% pass rate was achieved in all subjects studied; 25% students were accepted by the University of their first choice. At AS Level results continue to improve in addition to introducing a number of Level 2 courses.

How have our results changed over time?

This is the third year in which students have been entered for A2 courses and the fourth year of AS entries. Our sixth form was previously limited to a small group of students following a GNVQ (level 2) course in Business Studies. Students were offered places in the sixth form based on their aptitude to study and general qualifications. University of Durham (ALIS) are monitoring our performance at AS and A2 level to monitor the value we add to pupils prior qualifications and forecasted ability.

What have been the successes of the sixth form this year?

We have collaborated with 3 neighbouring schools to form the Medway Valley Consortium in order to enrich the total pupil experience of Post 16 education. All students have benefited from joint Study Skills Days, University taster events, careers fairs and UCAS information events.

This year students applied online to the Consortium rather than individual schools to increase the number of subjects offered. Joint partnerships with West Kent College and Adult Education have offered wider ranges of subjects for students based at Holmesdale. Students have grown to be independent learners and the opportunities and style of learning is designed to encourage our sixth form to grow in size over the coming years.

What are we trying to improve in our sixth form?

Since September 2007 the Sixth Form has been housed in purpose built accommodation for both study and social activities. We are currently developing a wider range of vocational courses to complement our successful range of A level courses. Currently we only have take up on one vocational course, Public Services.

What do our students do after leaving the sixth form?

Some of our students leave Year 12 having completed AS levels and use these qualifications as a springboard for apprenticeships . Others follow into areas of employment with training. In 2008 85% of students continued in education, 10% entered into employment without and 5% with training.

2006 was the first year Holmesdale had a cohort of pupils eligible to compete for university places . In 2008 over 25% of Year 13 students were offered places at University.

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 01634 240416

Our website <http://www.holmesdale.kent.sch.uk>
